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ABSTRACT

This student activities book is designed to allow students to examine the multiple roles of contemporary dual-earner couples. It examines the concerns of the two-career couple and the sharing of male and female responsibilities as well as certain roles of employed single adults. Intended for use independently or with classroom instruction, this activities book contains eight units. Each has competencies, subcompetencies, and learning activities to develop the competencies in each unit. Questions, puzzles, and case studies are included in the learning activities. The written answers required in some of the activities allow students to improve their spelling and grammar usage. The units cover (1) organizing personal and job responsibilities using basic management skills; (2) sharing household tasks; (3) managing money in a dual-career household; (4) coping with stress; (5) parenting for the gainfully employed parent; (6) planning, selecting, and preparing food to meet the needs of employed homemakers; (7) planning time for leisure; and (8) evaluating factors that affect the attitudes and careers of working couples. Appendixes include answer keys, selected references, and a publisher list. (YLB)

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PREFACE

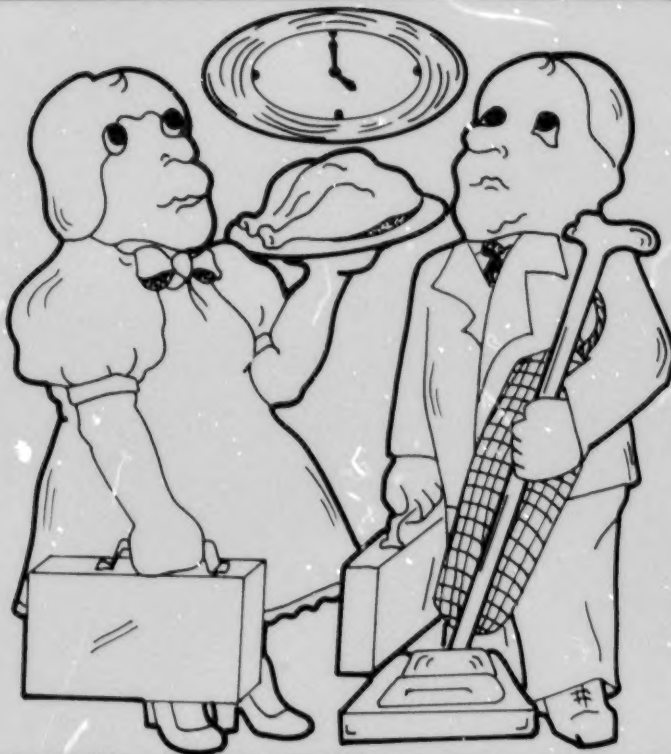
Home and Career has been designed to allow students to examine the multiple roles of today's dual-earner couples. It allows students to look at the concerns of the two-career couple and to realize that in today's society male and female responsibilities are shared. *Home and Career* also examines certain roles of employed single adults.

Home and Career can be used independently or with classroom instruction. This student activities book has competencies, sub-competencies, and learning activities to develop the competencies in each section. Questions, puzzles, and case studies are included in the learning activities.

The written answers required in some of the activities will allow students to improve their spelling and grammar usage. Further learning enrichment will be provided as students check the spelling of unfamiliar words with a dictionary and as teachers check their spelling.

A

Managing . . .
to Get it
all Done . . .
Together



COMPETENCY: *THE ABILITY TO ORGANIZE PERSONAL AND JOB RESPONSIBILITIES USING BASIC MANAGEMENT SKILLS*

SUB-COMPETENCIES: *DETERMINE LONG-TERM AND SHORT-TERM GOALS. PRIORITIZE GOALS IN ORDER OF THEIR IMPORTANCE.*

In today's "quick-to-get-it-done-yesterday" world, balancing a career and a home is a necessity for a majority of people. However, much of the general public persists in viewing the woman as a housewife whose only job is taking care of her husband and family. The husband is seen as the family's sole financial provider. The surprising fact, according to Suzanne McCall in *Marketing Times*, is that only 16 percent of the female population fit this profile today. The other 84 percent are either working, single, separated, or divorced.

The changing female role has of course affected the male role. Today's man can be found cooking, cleaning, washing clothes and dishes, parenting, and in many other roles which were once exclusively "woman's work." Today the term "househusband" is becoming part of our vocabulary as more men are staying home to care for children and home and more women are becoming main wage earners.

The majority of couples fall somewhere between the full-time housewife and the full-time househusband. Both husband and wife hold jobs and share in the duties of the household and childrearing. Women's reasons for working are as different and varied as their own personalities. Many work for economic reasons. Inflation may make it essential to become a two-paycheck family. Other women and men work for different reasons: personal fulfillment, dislike of housework, boredom, desire for a higher standard of living, or career.

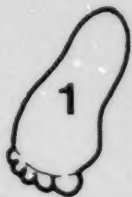
ACTIVITY A-1



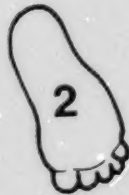
DIRECTIONS: Examine your own feelings about dual homemaking and gainful employment roles. In the space below and on the next page write a short paragraph (for or against) about one of the following statements. Then share your position with classmates. Have them tell you why they agree or disagree with your position.

- "Women working outside the home weaken the stability of the family."
- "It is wrong for a woman to earn more money than a man."
- "A man has the right to make the major decisions in a family."

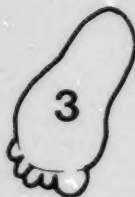
Combining multiple roles can present a vast array of management problems for everyone involved—homemaker/employee, spouse, child, and employer. Your ability to manage, organize, and plan your life will have a great impact on your success in the multiple roles you will assume as an adult. The following steps will help you manage your time at home and on the job.



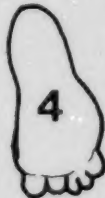
STEP 1: Set goals. A **GOAL** is what you want to get done or make happen.



STEP 2: Divide your goals into long-term and short-term goals. **LONG-TERM GOALS** are what you want to get done or make happen in one or more years (Spanish Club president, Encounter Level I, scholarship, college). **SHORT-TERM GOALS** are what you want to get done or make happen in a day, a week, or a month (weekend date, new slacks, learn to play tennis).



STEP 3: Make a "To Do" list. A **"TO DO" LIST** is a list of goals you want to achieve today. Make a new list each day, carrying over any unaccomplished goals from the previous day. A small note pad is a handy place to keep your "To Do" list.



STEP 4: Prioritize your goals. **PRIORITIZE** means to rank according to urgency or importance. You can number or letter the items on your "To Do" list in the order you plan to do them, as illustrated on the following page.

"To Do" List

B-4 Pick up dry cleaning

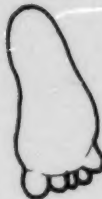
A-3 Do laundry

A-1 Study for English exam

C-5 Reorganize bedroom closet

A-2 Mail Gina's birthday card

C-6 Wash car



GOAL

1. Write all your goals for today.
2. Beside each goal, classify it as:
 - A. Urgent
 - B. As soon as possible
 - C. Can wait until tomorrow
3. Then rank goals (1, 2, 3 . . .) in the order they should be accomplished.

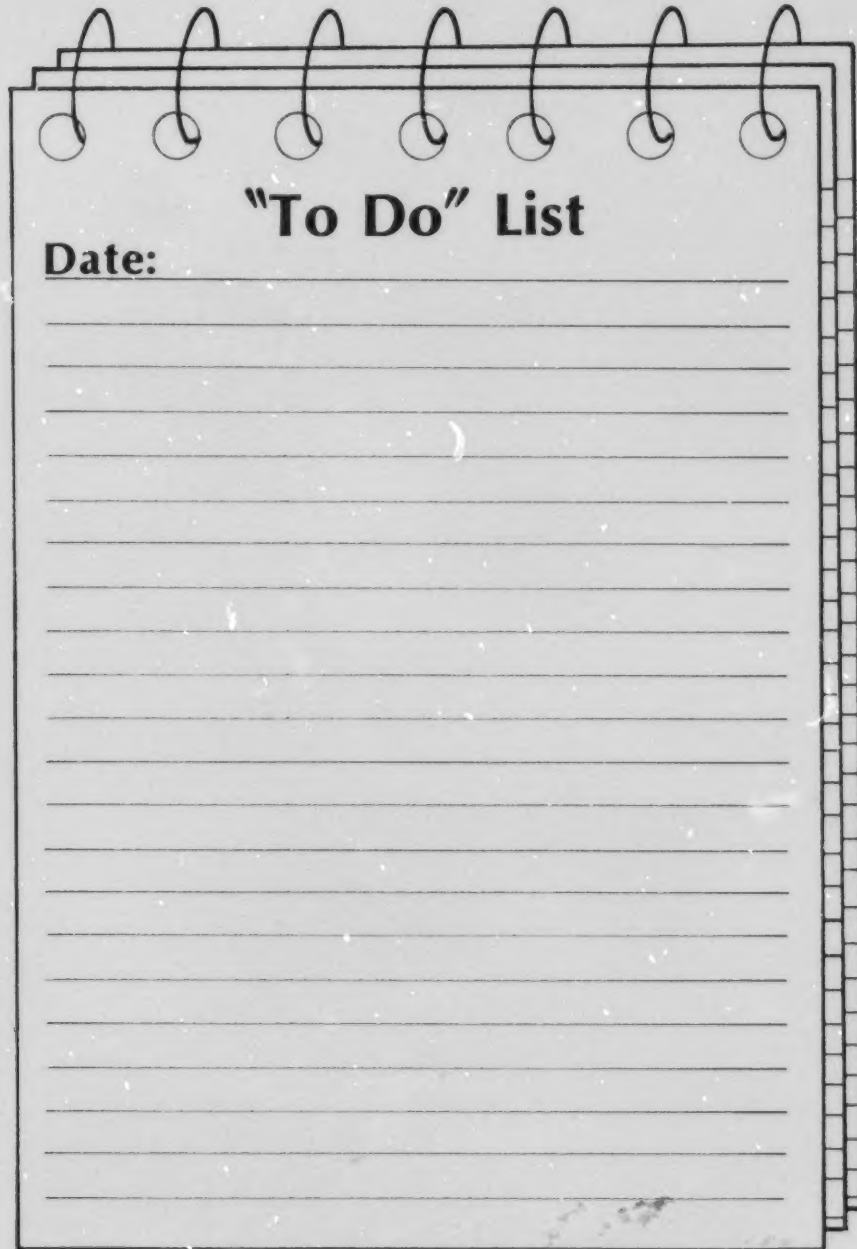


LONG-TERM GOALS	SHORT-TERM GOALS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.

ACTIVITY A-4



DIRECTIONS: From your lists of goals in Activities A-2 and A-3 make a "To Do" list for tomorrow. Be sure to prioritize your list according to urgency or importance. Use the "A, B, C . . . 1, 2, 3 . . ." method described in Step 4 on pages 4 and 5.



A spiral-bound notebook is shown, open to a page titled "To Do" List. The page has a date line and 20 horizontal lines for writing. The notebook has a spiral binding on the left side. The page is titled "To Do" List in a large, bold font. Below the title is a line for the date, labeled "Date:". The rest of the page is filled with horizontal lines for writing.

B

**Sharing . . .
to Lighten
the Load**



COMPETENCY: *ABILITY TO MANAGE AND ACCOMPLISH HOUSEHOLD TASKS IN AN EFFICIENT MANNER WITH RESPONSIBILITIES SHARED BY HOUSEHOLD MEMBERS*

SUB-COMPETENCIES: *EXPRESS OPINIONS ABOUT SHARING HOUSEHOLD TASKS.
DISCOVER OPINIONS OF OTHERS ABOUT HOUSEHOLD TASKS.
IDENTIFY COMMON TASKS INVOLVED IN HOUSEHOLD MANAGEMENT.
GIVE EXAMPLES OF TIME-WASTERS RELATED TO HOUSEHOLD TASKS.
DEVELOP A HOUSEKEEPING PLAN IN WHICH FAMILY MEMBERS SHARE RESPONSIBILITIES.
DESCRIBE TIME-SAVING TIPS FOR ACCOMPLISHING HOUSEHOLD TASKS.
USE TIME-SAVING TIPS WHEN COMPLETING HOUSEHOLD TASKS.
IDENTIFY PROBLEMS WITH HOUSEHOLD TASKS UNIQUE TO A HANDICAPPED PERSON.
DETERMINE THE VALUE OF HOMEMAKING.*



Exploring Attitudes

A well-organized, clean home provides comfort and enjoyment. However, good organization does not just happen. It is often the result of coordinated efforts of family members. As more and more persons assume multiple roles, willingness to share household tasks becomes increasingly important. The following activities will help you discover your opinions and others' opinions about household tasks.

ACTIVITY B-1



DIRECTIONS: Read each of the statements in the chart beginning on the following page. Place an X in the column under the words which best describe your feelings about each statement. Remember, your answers should be your *own* opinion.

STATEMENTS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	COMMENTS
1. A married woman's primary goal should be to make a home for her husband and family.					
2. A man should move furniture because it is too heavy for a woman.					
3. Taking out the garbage should be done by the husband, not the wife.					
4. Even if a woman works full-time outside the home she should still do all the housework.					
5. It is okay for a man to stay at home while a woman works full-time outside the home.					
6. Women are just naturally better at housekeeping than men.					
7. Housework is a job for the whole family—every member should have some duties.					
8. The custom of a wife doing the majority of the housework should continue.					

STATEMENTS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	COMMENTS
9. Children are not capable of assuming much responsibility for housework.					
10. It may be worthwhile to hire someone to do some household tasks.					

ACTIVITY B-2



DIRECTIONS: Interview six adults, three females and three males, concerning their attitudes toward housework. Ask each person "How do you feel about housework?" Write their answers in the spaces below and on the following page. Then summarize the comments from the six adults by answering the questions on the following page.

MALE #1 _____

MALE #2 _____

MALE #3 _____

FEMALE #1 _____

FEMALE #2 _____

FEMALE #3 _____

How would you sum up the overall attitude of the people you interviewed about household tasks?

Were there differences between the attitudes of males and females? Explain.

Were there differences between those who work outside the home and those who do not? Explain.

Value Of Household Tasks

Many women today will say that the reason they work outside the home is because they do not like housework or they feel unfulfilled at home. Maybe they feel this way because the importance of being a full-time homemaker is decreasing in the opinion of many in our society. Twenty or thirty years ago, it was prestigious for a wife not to work outside the home. Today everywhere you read or look, someone is proclaiming the liberated woman who is free to make her own choices. No longer is she required to be a "mere housewife."

Today's men are increasingly assuming a more active role in home care. Some men are assuming full-time homemaking responsibilities. They too may find that housework is given low status by others.

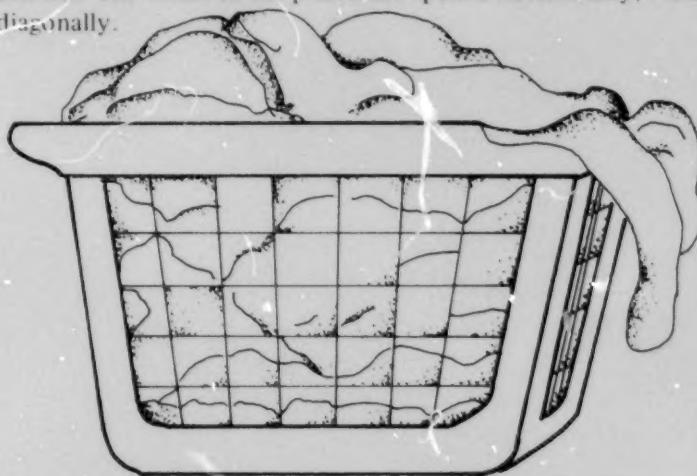
Often when a full-time homemaker meets a new person, the question is asked, "What do you do?" When the homemaker answers "I'm a homemaker," the other person will often respond with "How lucky!" which translates to "You have nothing to do all day but watch soap operas!"

"Doing nothing" does not accurately describe the job of any homemaker, male or female, married or single. The following word search will help you discover what is involved in doing household tasks.

ACTIVITY B-3



AVWAXFLOORS CW
SHAMPOORUGS FU
MOSCESGITDKOA
ZMHQUAQRS UULK
WEDYDUXOZS QDI
HMIJOLMNATBCC
SPSUEHMCXF TLB
RNHNMWCLAUQOV
SWEEP FLOORS TT
LCSOTPETVNP HC
EUOFYEAHDI BES
NPMUTWNELTIST
KQOSRATS OUI YH
JOPDASOUWRBKA
SCFESHIGEEFGI
HILBHLLNRWNWM
BGOEGAECKIEBA
TJOKAUTNXEBUK
ETRALNMZOPDJE
KISMVDOYDASMB
DXENKRBVHTFRE
LABCZYFREJUVD
NBPDRFTHVNXLS



WORDS:

CLEAN OVEN
CLEAN TOILET
DUST FURNITURE
EMPTY TRASH
FOLD CLOTHES
IRON CLOTHES
MAKE BEDS

MOP FLOORS
SCOUR SINK
SHAMPOO RUGS
SWEEP FLOORS
VACUUM CARPET
WASH DISHES
WASH LAUNDRY
WAX FLOORS

The value of household tasks has been assessed recently. In court cases divorce lawyer Michael Minton has estimated the worth of a full-time homemaker to be \$785.07 a week or \$40,823.64 a year. The Bureau of Labor Statistics has estimated a lower price: \$400.55 a week or \$20,823.60 a year. The table below shows the bureau's breakdown of the homemaker's worth:

VALUE OF DIFFERENT JOBS HOUSEWIVES DO*

	Hours Worked	Hourly Rate	Weekly Total
Cook	10	\$3.65	\$35.50
Dishwasher	8	\$3.30	\$26.40
Baby sitter	36	\$3.00	\$108.00
Caretaker	2	\$4.20	\$8.40
Baker	2	\$4.40	\$8.80
Nurse	2	\$4.20	\$8.40
Bookkeeper	2	\$5.55	\$11.10
Seamstress	2	\$3.90	\$7.80
Waitress	7	\$3.60	\$25.20
Laundress	6	\$3.77	\$22.62
Supervisor	14	\$3.02	\$42.28
Cleaner	14	\$3.10	\$43.40
Chauffeur	5	\$4.77	\$23.85
Hairdresser	1	\$4.30	\$4.30
Practical nurse	2	\$5.67	\$11.34
Budget director	1	\$3.72	\$3.72
Gardener	2	\$4.22	\$8.44
Total	116	---	\$400.55

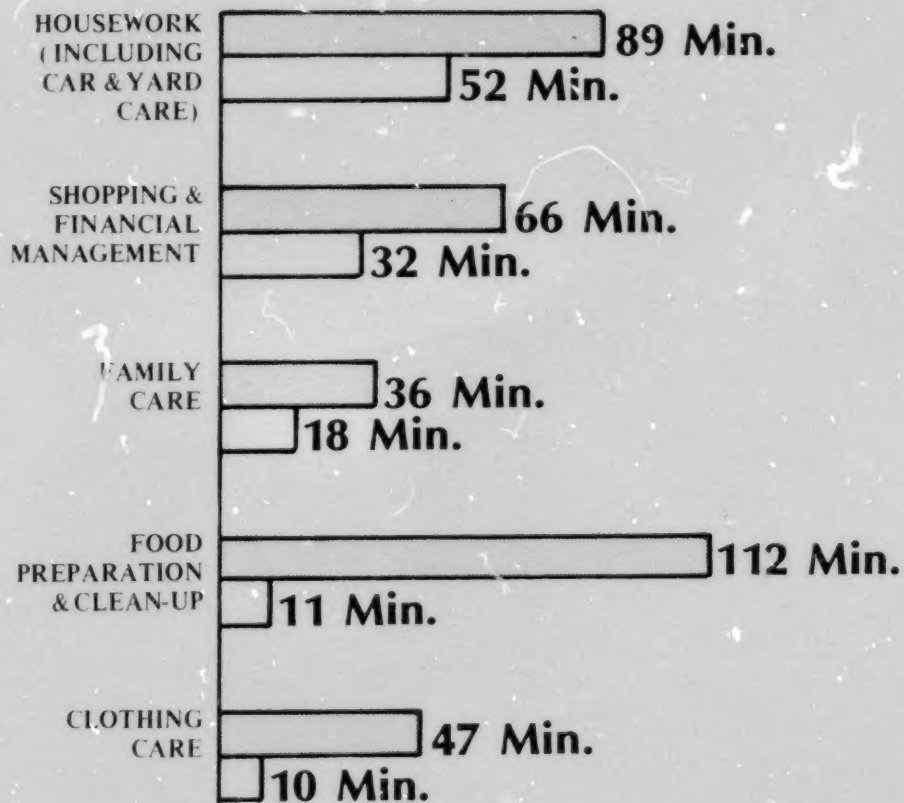
*Based on the Department of Labor's Bureau of Labor Statistics, average 1981 salaries.

It is difficult to put an exact dollar price on a homemaker's work. Pay for jobs such as nursing varies across the country. Also the quality of homemaking varies. For example, is the homemaker who has unmade beds, dishes in the sink, and dirty children worth as much as the homemaker whose home and family are always clean and neat?

Research has shown that many women who work all day outside the home do the majority of the housework when they come home. A full-time working woman spends only slightly less time on household tasks than the full-time homemaker. This means that a woman working outside the home could possibly double her salary if she were paid for her work as a homemaker.

Study the following diagram carefully. Note the amount of time spent daily on each activity by men and women based on information from the Department of Labor's Bureau of Labor Statistics. Then answer the questions in the activity which follows.

Duties Shared Show You Care



KEY:



**10 Min.
of Wife's
Time**



**10 Min.
of Husband's
Time**

ACTIVITY B-4



DIRECTIONS: Express your opinion of the value of household tasks by writing a short paragraph to answer each of the following questions.

1. What do you believe is a fair division of household tasks when both husband and wife are employed full-time outside the home?

2. How do you feel about the inequality in time spent in household tasks between employed men and women?

3. Do you think individuals would be more interested in doing household tasks if they received a paycheck for doing them? Why?

4. How do you feel about a homemaker receiving a paycheck for his/her housework?

5. How can household tasks be given a greater value in our society, other than by monetary reward?

Dividing The Work

Household tasks can be managed in several ways. In many families the wife still assumes the majority of the household responsibilities. Other family members may assume a few traditional responsibilities. However, with more women in the labor force than ever before and more singles heading households, other family members are assuming primary responsibility for various household tasks. To get everything done, tasks increasingly need to be divided among all family members according to their ages, interests, skills, and schedules.

Household tasks can be divided among members in a variety of ways. Some households will experiment with several ways before finding the one which works best for them. Planning and assigning the tasks as a total unit will ensure that all tasks are accomplished. Here are two suggested ways to divide household responsibilities:

- Have a weekly household meeting to assign tasks for the following week. Tasks can be rotated to different members each week or tasks can be written on pieces of paper and drawn.
- If members have specific jobs they enjoy doing, permanent jobs can be assigned. This eliminates the need for a weekly meeting in an already crowded schedule.

Use a chalkboard and/or a bulletin board located in a central area of the home, such as the kitchen, as a place to remind family members of their duties and to cross off duties as they are completed. The board is also a place to leave a pleasant message to another family member. For example, to a child, "The garage looks great since you cleaned it," or to a spouse, "The dinner was delicious last night - Thanks!"

When assigning or choosing tasks, be sure to consider the special desires or needs of family members. Allowing for some flexibility is important. For example if a teenager plays basketball on Tuesday nights, assign another member to dishwashing on that night. Also, allow each person to have his or her say but be careful that the most outspoken members do not get "all the breaks." The following activity will help you determine how household tasks may be assigned in a household.

ACTIVITY B-5



DIRECTIONS: The Smith family draws for household tasks each week. The Smith family consists of a father and mother and two teenagers, Jessica and Michael. The tasks that they drew for this week were doing the laundry, washing the dishes, mopping the floors, and dusting. See if you can figure out who is doing which task this week from the clues given on the following page. Use the chart below the clues to keep track of what you discover.

Clues:

1. Dad and Michael have allergies so they never do the dusting.
2. Mom has the easiest job for this week.
3. Dad has to dry some things before finishing his job.
4. Jessica has to do her job so that dad won't run out of towels.

	MOP	DUST	LAUNDRY	DISHES
Dad				
Mom				
Michael				
Jessica				

SOLUTION:

Dad's task is _____

Mom's task is _____

Michael's task is _____

Jessica's task is _____

Each of the following three case studies represents a different type of household with a different household task concern. Read the case studies and complete the activities.

Case Study #1

The Johnson family consists of a father, a mother, and three sons: Stephen, age 14; Matthew, age 11; and Keith, age 9.

Mr. Johnson is employed as a machinist at Williams machine shop. Mrs. Johnson works as a receptionist for a doctor.

Mrs. Johnson has been trying to do all the household tasks herself, but she has no leisure time. She has decided to delegate each family member some responsibilities. She has the following special considerations to take into account:

- Stephen works on Saturdays mowing grass for neighbors.
- All three boys play softball on Thursday evenings.
- Mr. Johnson has a meeting on Tuesday nights.
- Next weekend Mrs. Johnson's elderly parents are coming to visit, so the house must be in order by Friday.

These are the household tasks which need to be accomplished for this week: vacuuming, laundry, ironing, taking out the trash, doing the supper dishes, making the beds, dusting, and mowing the grass.

ACTIVITY B-6



DIRECTIONS: Using the Case Study #1 above, imagine you are Mrs. Johnson sitting down on Saturday morning to make out a household task schedule for the coming week. Make a schedule you feel will be fair and equal to all the family members. Below each name, write the task(s) you assign to each family member and circle the day(s) the family member is to do each assigned task.

MR. JOHNSON	MRS. JOHNSON	STEPHEN	MATTHEW	KEITH
Task: _____	Task: _____	Task: _____	Task: _____	Task: _____
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
Task: _____	Task: _____	Task: _____	Task: _____	Task: _____
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
Task: _____	Task: _____	Task: _____	Task: _____	Task: _____
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS

What do you think the response to these changes will be in this very traditional household?

What problems do you see occurring as a result of Mrs. Johnson making out the schedule without the help of the other family members?

Case Study #2

Bradley Barrett, 22, is confined to a wheelchair as the result of a driving accident which occurred when he was 16 years old. He is paralyzed from the waist down, but he does not let this interfere with his career as an author of mystery novels. Bradley lives by himself in an apartment. He works at home and tries to do the majority of the household tasks himself since he is on a limited budget. A therapist from a local hospital has helped Bradley learn how to do everyday things from a sitting position.

ACTIVITY B-7



DIRECTIONS: Answer the following question about Case Study #2 above.

Brainstorm to list some of the problems you think Bradley might encounter in doing household tasks as a result of his handicap.

ACTIVITY B-8



DIRECTIONS: Complete the experiment below. Then answer the questions on the following page.

As an experiment to better understand how it feels to be physically limited, wash dishes while sitting in a chair. Do not get up and walk or use your legs or feet for anything. After you have finished washing the dishes, answer the following questions.

[illegible]

Case Study #3

Jane and Beth share a studio apartment. They decided to live together so they could afford a nicer apartment and have each other's company. Jane and Beth both started to work last year after they graduated from high school. Jane works at Jones Department Store in the sportswear department. Beth works at Central Public Library as a librarian's assistant.

The girls get along very well except in one area. Jane is an extremely neat person who does the majority of the household tasks and Beth is very easygoing and does not worry about how the apartment looks.

ACTIVITY B-9



DIRECTIONS: Answer the following questions about Case Study #3.

How would you suggest that Jane and Beth solve their differences?

How do you think the household tasks should be divided?

Should Beth help keep the apartment clean even though it does not bother her when it is messy? Explain your answer.

Do It Anyway

Do you really dislike some household tasks? Most people do. Some dislike vacuuming, some dislike ironing, and others dislike different chores. It is often difficult to motivate yourself to do a task you dislike, but procrastinating will not get the task done. Here are some hints to make it a little easier to do a task you dislike:

- Do it first before you do anything else. After you complete the task it will not be "hanging over your head."
- Reward yourself when you finish the task. Watch a TV show, play softball, buy a new shirt, sunbathe, read a book, or do some other activity you enjoy.
- Barter duties with another person. Trade with a friend or a family member. You will do the chore the other person dislikes if he or she will do the chore you dislike.
- Delegate the responsibility to another family member.
- Pay someone else to do the task.
- Work with a friend to make the time spent doing the unpleasant task a little more enjoyable.
- Find tools, cleaners, equipment, or develop new skills to make the task easier or faster.

ACTIVITY B-10



DIRECTIONS: Add to the list of hints above by answering the following question.

What are some other ways you have found to make doing something you dislike easier?

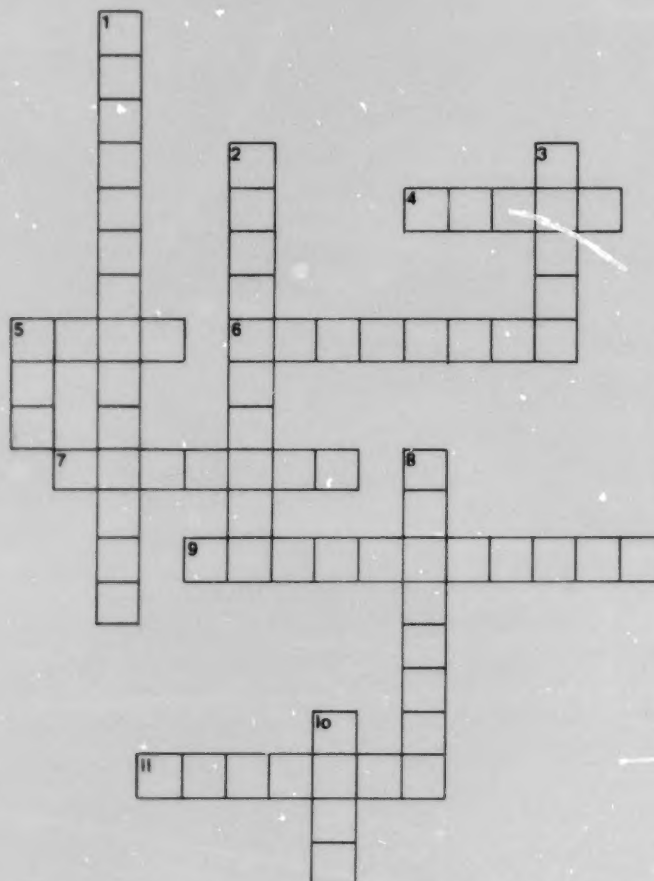
Time-Wasters

Time-wasters are another common problem when doing household tasks. The following activity will help you identify some of the most common time-wasters.

ACTIVITY B-11



DIRECTIONS: Complete the following crossword puzzle to identify some common time-wasters that might slow you down as you are doing housework.



SOME COMMON TIME-WASTERS ARE:

Across

4. Having the washing machine _____ down on laundry day
5. Sorting important mail from the _____ mail
6. Unexpected _____ showing up at your house
7. _____ in the doctor's office
9. Being so _____ that you can never find a matching pair of socks
11. _____ to and from work for 25 minutes each day

Down

1. Receiving _____ from people who just want to chat (2 words)
2. Watching _____ to avoid doing something else
3. Door-to-door _____ persons who want you to buy something
5. Getting stuck in a traffic _____
8. _____ in line at the grocery store
10. Getting _____ and having to stay in bed

ACTIVITY B-12



DIRECTIONS: Complete the following open-end sentences to see what is wasting your time. Discuss with the class how you might compensate or adjust to the time-wasters in your life.

1. When telephone calls interrupt my work, I _____

2. When studying and a favorite TV program comes on, I _____

3. When there is work to do and I want to sleep late on Saturday and go out with friends later in the day, I _____

4. When a friend interrupts my work by dropping in to visit, I _____

5. When my best friend asks me to go shopping and I have planned to clean my room, I _____

6. When carrying out the trash and I notice an interesting article in a magazine to be thrown away, I _____

7. When I am supposed to mow the lawn but I want to wash my car, I _____

8. When doing the dishes and I think about phoning a friend about a class assignment, I _____

9. The greatest time-waster in my life is _____

10. I will benefit from *not* wasting time by _____

Time-Saving Tips

Sixty years ago many houses lacked hot and cold running water. Homemakers had no washers or dryers with automatic cycles or special detergents to get out stubborn stains. They had no electric irons with specific settings for cotton and wool. All clothes were made of natural fibers; there were no polyester or permanent press fabrics.

With today's modern conveniences, you might naturally assume that less time is spent on laundry. Most homes are now equipped with washers, dryers, irons, a variety of soaps and detergents, and clothes made of easy-care fabrics. For households without washers and dryers, commercial laundromats are usually conveniently located. However, according to Joann Vanek in *Scientific American*, more time is actually spent on laundry today than in 1920!

Today more time is also spent in shopping and household management. The average homemaker spends about one full working day a week on the road and in stores. A modern homemaker has many demands on his or her time: work, family responsibilities, meal preparation, and housework to name a few.

Housekeeping is a time-consuming activity as we have already discovered. Even with all the time-saving appliances, housework is still a major task. Saving time is a major goal of multiple-role homemakers. Below are some time-saving techniques for housekeeping:

- Group tasks together that can be "dovetailed." For example, set the table while putting the dishes away.
- Keep a kit of cleaning aids. Carry this kit from room to room to save making unnecessary trips for forgotten supplies.
- Wear an apron with roomy pockets to carry extra cleaning cloths or other necessary items.
- Use one-step cleaners that need no rinsing.





- Start dusting at the top (ceilings, corners, door frames) and work down (floors, rugs, baseboards) because dust settles downward.
- Begin in one room and continue around the house, working in a circle. Working to and fro and backtracking waste time.
- Take your phone off the hook to prevent interruptions while cleaning.
- Arrange a babysitting trade-off with a friend. The friend keeps your children on your cleaning day and you return the favor on his or her cleaning day.

- Do one large task a week. This is better than spending a week of your vacation doing major housecleaning.
- Have separate laundry hampers for white and colored clothes to save time in sorting.
- Have all laundry supplies within easy reach of the washer and dryer.
- Use fabric softeners in the washer or dryer to prevent wrinkles.
- Remove clothes from dryer while still slightly damp. Shake and smooth clothes to remove wrinkles.
- Empty lint filter each time after using the clothes dryer to save energy and drying time.
- Use a permanent ink marking pen to identify look alike garments which belong to different family members.
- Stack finished laundry into piles for each family member and have each put away his or her items.
- Change bed linens on laundry day so that clean sheets can be replaced on the beds instead of folding bulky linens for storage.
- Purchase furnishings which require little care. Choose washable curtains, draperies, and slipcovers which do not need ironing; rug upholstery, and carpet which resist stains and soil; and wallpapers and paints which are washable.
- Arrange mats and footscrapers outside entrance ways.
- Change vacuum cleaner bags frequently for efficient use (as directed by the manufacturer).



ACTIVITY B-13



- Display cherished knickknacks and collections in a glass curio cabinet. This permits you to enjoy them but eliminates weekly cleaning.
- Place a plastic-lined waste container in each room to encourage neatness.
- Donate, sell, or give away items you must clean around that are no longer useful.
- Delegate responsibilities. Plan a weekly family meeting to decide who will do which tasks for the coming week.
- Don't re-do the work of another just because the way something is done does not meet your standards. You may discourage him or her from trying again.
- Do not expect perfection. Worrying increases tension and therefore decreases ability.

DIRECTIONS: Write additional time-saving techniques for housekeeping in the space below. Discuss the time-saving techniques with the class.

ACTIVITY B-14



DIRECTIONS: Think of one housekeeping task that is your responsibility at home. (Maybe it is cleaning your room, unloading the dishwasher, taking out the trash, vacuuming the carpet, or doing the laundry.) Write the task below. Then turn to the next page to complete this activity.

A task I do at home is _____

List the steps you take to perform this task.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Examine closely the steps you listed above. Look for ways you can save time in performing the task. (Refer to the list of time-saving tips preceding Activity B-13 for ideas.) Now rewrite the steps in performing the task to show a faster, easier way to do it.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Try the new way the next time you do the task to see how much faster and easier the task can be accomplished. Remember, you may need to practice several times to perfect the new method.

C

**Planning . . .
With Dollars
and Sense**



COMPETENCY: *ABILITY TO DESCRIBE THE FINANCIAL CONSIDERATIONS OF A DUAL-EARNER HOUSEHOLD*

SUB-COMPETENCIES: *EXPLAIN THE FACTORS TO CONSIDER WHEN MAKING A FINANCIAL PLAN.
DEVELOP A FINANCIAL PLAN FOR A DUAL-EARNER HOUSEHOLD.
COMPARE METHODS FOR HANDLING THE TWO PAYCHECKS OF A WORKING COUPLE.*

Balancing The Budget

Money is the reason most people work outside the home. But unless one's income is well managed, the goals for which the job was taken may never be achieved. Money management involves three important steps:

- Consider needs and wants of all household members.
- Examine all expenditures and develop a financial plan.
- Determine ways to control costs.

Considerations among family members on how money will be spent is an important first step in money management. Money is often a trouble area for married couples and singles who head households. The following questions will help family members identify their goals:

- What are your financial goals?
- Do you wish to borrow money and pay interest in order to enjoy luxuries now?
- Are you aware of the cost of credit?
- Do you want to use credit for luxuries, necessities only, or not at all?
- What are your savings goals?
- Will two incomes, if available, be kept in a joint or an individual account?
- Does the overall financial plan meet the interests of all concerned parties?

The second step in money management is to consider all expenditures and develop a financial plan. A financial plan is sometimes called a budget. To make a financial plan, review past expenditures to get an estimate of

how much is needed to meet the household's needs. For example, suppose your telephone bills for the past four months looked like this:

May	\$54.29
June	\$42.50
July	\$39.34
Aug.	<u>\$52.85</u>
	$\$188.98 \div 4 = \$47.25$

By totaling the figures and dividing by 4, you find that the average monthly bill was \$47.25. You should designate about \$50 a month in your budget for the telephone bill. Then if one month the phone bill is under \$50, the extra will make up for another month when the bill is over \$50.

Some expenses, such as insurance, may be paid only every three, six, or twelve months. Whatever the payment plan, the insurance premium should be broken into 12 equal monthly amounts and the money should be saved until the bill comes due. This will prevent any "shock" expenses. An example of this would be if your car insurance costs \$600 a year, then you could divide the total amount (\$600) by the number of months (12) to get \$50. This means that for 12 months you should set aside \$50 a month so that you will have the car insurance payment when it comes due.

Extra costs must be considered before a person takes a job to be certain that the benefits of the job will outweigh the extra expenses. Some of the extra expenses might be child care, professional clothing, transportation to and from work, and additional income tax.

Every budget needs a miscellaneous fund of at least \$50 for unexpected bills or bills that exceed the budgeted amount. Households should also have an emergency fund equal to two to six months pay. This fund can be used in case of a layoff or an illness which prevents a breadwinner from working. Two to six months is usually sufficient time to find a new job or to get well.

Savings is another important part of a financial plan. A variety of savings plans and investments are available. It is best to seek advice in these areas from a professional, such as a lawyer, accountant, banker, broker, insurance agent, or financial planner. Two important factors to consider when deciding on a savings or investment are: 1) how quickly your savings or investment can be turned into cash, and 2) if the money will be insured.

Deciding who is going to actually pay the bills and balance the check-book can be based on feelings or convenience. Some persons feel that these duties are the wife's but other persons feel they are the husband's duty. But rather than basing the decision on who has done the job traditionally, the decision can simply be based on which partner has the

best management skills or who has the most time to handle the responsibility. The following activity will help you make decisions about money management and give you practice in money management skills.

ACTIVITY C-1



DIRECTIONS: Read the following case study and develop a financial plan for the Wheelers based on the information provided. Then answer the questions which follow.

Case Study

The Wheelers have one child, Nathan, age 3. Mr. Wheeler is a police officer without much hope of a salary increase in the near future. Recently the Wheelers bought their first home to accommodate their growing family. Buying the home and new furnishings has caused the Wheelers to go in debt. Besides their new house payment, they also have a bank loan for furniture. Mrs. Wheeler decided to get a job as a secretary to help out financially. The Wheelers decide that they need a financial plan to help them handle the new income wisely.

Based on their take-home income and record of expenses from the previous three months, determine how much should be allocated to pay each expense each month. Below is a record of the Wheeler's expenses for the three months before Mrs. Wheeler became gainfully employed. During that period Mr. Wheeler's take-home pay was \$1,450.00 monthly.

EXPENSES:	MONTH 1	MONTH 2	MONTH 3	MONTHLY AVERAGE
Electricity	\$25.00	\$22.00	\$36.00	_____
Fuel	\$88.00	\$72.00	\$91.00	_____
Water	\$17.00	\$14.00	\$13.00	_____
Telephone	\$30.00	\$17.00	\$21.00	_____
Food	\$223.00	\$265.00	\$259.00	_____
House payment	\$600.00	\$600.00	\$600.00	_____
Medical	\$26.00	\$26.00	\$26.00	_____
Bank loan	\$150.00	\$150.00	\$150.00	_____
Clothing	\$75.00	\$75.00	\$75.00	_____
Baby-sitter	\$25.00	\$25.00	\$25.00	_____
Leisure activities	\$35.00	\$35.00	\$35.00	_____
Transportation	\$72.00	\$80.00	\$67.00	_____
Insurance	\$175.00	\$175.00	\$175.00	_____
Savings	\$0.00	\$0.00	\$0.00	_____

NEW CONSIDERATIONS:

Mrs. Wheeler's Take-Home Pay: \$740.00 monthly

Additional Outlay of Expenses
to Consider:

Child Care _____
Clothing _____
Transportation _____
Savings _____
Others _____

FINANCIAL PLAN

TOTAL INCOME OF MR. AND MRS. WHEELER: _____

EXPENSES BASED ON MONTHLY AVERAGES:

Electricity _____

Fuel _____

Water _____

Telephone _____

Food _____

House payment _____

Medical _____

Bank loan _____

Clothing _____

Child care (including baby-sitter) _____

Leisure activities _____

Transportation _____

Insurance _____

Savings _____

Miscellaneous _____

TOTAL EXPENSES: _____

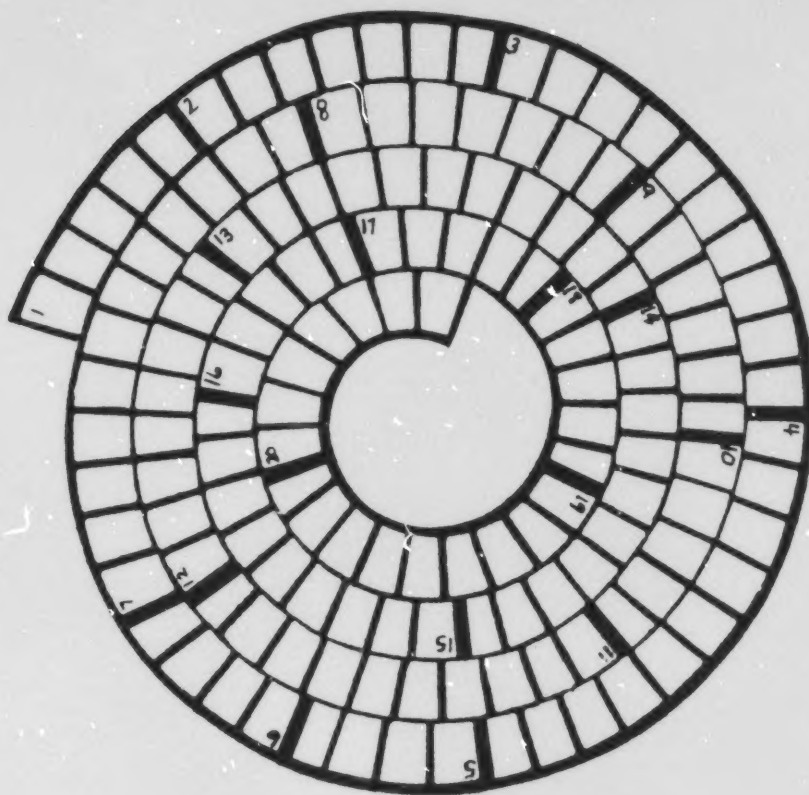
MONEY LEFT AFTER EXPENSES: _____

What would you suggest that the Wheelers do with the extra money they will have each month? For example, do you think it would be better to pay more on the house payment? on the bank loan?

What are some suggestions you would give the Wheelers for cutting down on their monthly expenses?

Who do you think should pay the bills and balance the checkbook in the Wheeler family? Tell why you made this choice.

Utility expenses (electricity, fuel, water) can be reduced with simple conservation practices. The following activity can help you test your energy conservation I.Q.



YES NO

1. When you leave a room, do you turn off the _____?
2. Do you wear heavy _____ in the winter to stay warm?
3. Do you keep the _____ set at 78° in the summer?

- | | | |
|-----|----|---|
| YES | NO | 4. Do you turn off the _____ when not watching it? |
| YES | NO | 5. Do you ever _____ in the oven by opening the oven door while baking? |
| YES | NO | 6. Do you close the _____ quickly when going outside? |
| YES | NO | 7. Do you open the _____ door only when removing or replacing food? |
| YES | NO | 8. Do you take short _____ instead of baths? |
| YES | NO | 9. Do you turn the _____ off completely after washing your hands? |
| YES | NO | 10. Do you keep cold _____ in the refrigerator to keep from running the tap until cold? |
| YES | NO | 11. Do you wash only full loads of dishes in the _____? |
| YES | NO | 12. Do you turn off the water while _____ your teeth? |
| YES | NO | 13. Do you hang clothes on the _____ on nice days instead of using the dryer? |
| YES | NO | 14. Do you use energy-saving _____, like a microwave, instead of the oven? |
| YES | NO | 15. Do you keep the _____ damper closed when not in use? |
| YES | NO | 16. Do you remove clothes from the _____ immediately to keep from ironing? |
| YES | NO | 17. Do you fix _____ faucets to stop drips? |
| YES | NO | 18. Do you use low wattage _____ in your light fixtures? |
| YES | NO | 19. Is your home _____ to retain heating and cooling? |
| YES | NO | 20. Are your doors and windows _____-stripped? |

Paychecks: Mine, Yours, And Ours

Dual-earner couples must decide on a method of handling two paychecks in a way that respects the needs of both wage earners. A comfortable management system reduces a possible source of irritation and strife. A good system also helps a couple work together toward common goals. No financial arrangement is perfect, but work and determination usually enable working couples to cope with inflation and to maintain

a money system that is fair and agreeable to both spouses. Money systems often used by working couples to handle two paychecks include:

JOINT BANK ACCOUNT—EQUAL SHARING OF HOUSEHOLD EXPENSES: SYSTEM A. The money from both paychecks is deposited into a joint account. All joint and individual bills are paid and money is put into savings from this account. The paying of bills and planning is shared by the couple so both know and understand their financial situation.

JOINT BANK ACCOUNT—EQUAL SHARING OF HOUSEHOLD EXPENSES: SYSTEM B. The money from both paychecks is placed in a joint bank account by the couple whose spending is unplanned. The couple does not want to live with a budget so their spending is day-to-day. They write checks and withdraw money when they need it, keeping track of the money spent. When finances permit they add to their savings account.

SEPARATE BANK ACCOUNTS—EQUAL CONTRIBUTION TO HOUSEHOLD EXPENSES. Separate checking accounts are maintained and both spouses contribute to household expenses. For example, one spouse may make the mortgage payment and pay the utility bills. The other spouse may have the responsibility of household expenses and groceries. Both are responsible for their own personal expenses. A portion of their paychecks is automatically deposited in a joint savings account each month.

SEPARATE BANK ACCOUNTS—UNEQUAL CONTRIBUTION TO HOUSEHOLD EXPENSES. Separate checking accounts are maintained by the couple. They split most of the household bills and put an equal amount in a joint savings account. Because of differences in the amount of paychecks, one spouse may assume the responsibility of groceries or some of the larger bills in addition to half of the remaining household bills. Or because of certain goals, one spouse may reinvest money in a business the couple is trying to build and as a result contribute less to the household expenses. For some couples, separate checking accounts are maintained but all living expenses are taken from the paycheck of one spouse. The paycheck of the other spouse may cover vacations, investments, or special things the couple wants. In this situation one of the spouses usually wants the freedom to stop working without changing the couple's life style.

Which money system is best? The activities which follow will help you decide.

ACTIVITY C-3



DIRECTIONS: Answer the questions below using the information you just read about money management systems.

Which system of handling two paychecks do you feel is best? _____

Why? _____

ACTIVITY C-4



DIRECTIONS: Interview three dual-earner couples about their system of managing two paychecks. Refer to the following questions for your interviews.

COUPLE #1

Do you prefer a joint checking account or separate checking accounts? _____

Why? _____

Do you feel each spouse should have some separate money? YES _____ NO _____

Why? _____

What tip for handling two paychecks would you share to help other working couples?

Do you feel the way your parents handled money has influenced your feelings about managing money? Explain.

COUPLE #2

Do you prefer a joint checking account or separate checking accounts? _____

Why? _____

Do you feel each spouse should have some separate money? YES _____ NO _____

Why? _____

What tip for handling two paychecks would you share to help other working couples?

Do you feel the way your parents handled money has influenced your feelings about managing money? Explain.

COUPLE #3

Do you prefer a joint checking account or separate checking accounts? _____

Why? _____

Do you feel each spouse should have some separate money? YES _____ NO _____

Why? _____

What tip for handling two paychecks would you share to help other working couples?

Do you feel the way your parents handled money has influenced your feelings about managing money? Explain.

Compile the information from all class interviews and discuss the results. In your opinion, which method would be the best way to handle the two paychecks of a dual-earner couple. Give reasons for your answer.

D

**Conquering. . .
the Stress
in Your Life**



COMPETENCY:

THE ABILITY TO APPLY KNOWLEDGE OF STRESS TO DEVELOPMENT OF SKILLS FOR COPING WITH STRESS

SUB-COMPETENCIES:

RECOGNIZE SIGNS OF STRESS.

DEMONSTRATE ABILITY TO HANDLE STRESS IN A POSITIVE MANNER.

Stress Signals

In a large percentage of households, both spouses are gainfully employed. These dual-career households have responsibilities which make the pressures of day-to-day living difficult. Singles who head households also face pressure situations daily as they manage a home and a career. Pressure situations lead to stress. Stress has received increasing attention in the last 20 years as a variable in mental and physical illness. Stress is found at all age levels from the very young to the elderly. It is a common factor of everyday life for many people.

The first question you might ask yourself about stress is "What is it?" Stress is a pressure or a strain we feel. Stress can be good or bad depending on how we cope with it. Everyone has experienced stress. Perhaps it was in anticipation of a sports activity, before a school project was due, during a car accident, when starting a new job, before getting married, or when receiving a special award.

Stress is a part of everyday life. There is not a way to be completely free of stress. In fact, everyone needs some stress in life. Stress can motivate us to get things done.

However, too much stress or stress that lasts too long causes distress. Distress is bad stress because it gives you more stress than you can handle at one time. To be able to cope with distress a person must first recognize some of the signs of stress.

Recognizing stress is the first step in dealing with it. But the signs of stress are not the same for everyone. Your body may react physically to stress, such as when your hands begin to sweat when you are nervous. Other physical signs of stress include:

- having trouble sleeping,
- eating too much or too little,
- being tired all the time,
- dizziness,

- headaches, and
- upset stomach.

The body may react to stress emotionally. Emotional symptoms are often more difficult to recognize than physical symptoms. Emotional symptoms that could indicate stress are being bored with school or work, uninterested in what's going on, cranky or hard to get along with, depressed, restless, or unable to stick with what you are doing. The following activity will help you review the signs of stress.

ACTIVITY D-1



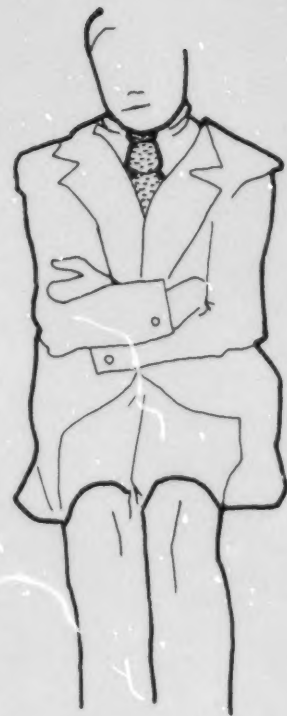
DIRECTIONS. Complete the stress word search by circling the hidden words to identify signs of stress. The terms in the puzzle are spelled diagonally, horizontally, vertically, or backwards. Refer to words listed below. Which signs of stress are physical and which are emotional?

WORDS:

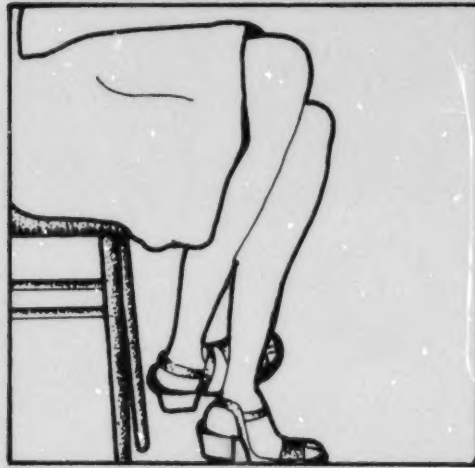
BOREDOM	HEADACHES
CRANKY	INSOMNIA
DEPRESSED	NO INTEREST
DIZZINESS	RESTLESS
EATING TOO LITTLE	TIREDNESS
EATING TOO MUCH	UPSET STOMACH

```

R E S T I B E D I M O D E R O B H I
H Z R E S T L E S S T E D A S S E D
I Z A C L N F H B A I P A I H I L E
D I E G P T S D Q U C R A N K Y T H
T D K I J S T E U I O E O K H I C E
L O M D I Z Z I N E S S L Y K U R A
O L R L O Q N O L P L S A S M F A D
E B T H R S A E C O A E N O R J T A
B O S E O L Z Z I N O D O Q I G T C
T R I M P F H B D K A T I J P L O H
I T N R U S G O . T O G O G I O M E E
T I R E D N E S S N I H L N M T S S
A Q N E J I W P I T U Q L K I W T L
B S H N O I N T E R E S T O Y T A M
O I T I K L A E N O I J E S H O A I
P T U P S E T S T O M A C H T O S E
  
```



After learning to recognize the signs of stress you should become aware of some of its common causes. The major cause of stress in a person's life is change. Whether the change is good or bad, the life style is altered and the individual must adjust or adapt her or his life. The changes in life style might include marriage, pregnancy, parenthood, death, separation or divorce, and job or financial changes. *The Adolescent Life Change Event Scale* in the activity which follows shows the likelihood of life-changing events which often produce physical illness.



ACTIVITY D-2



DIRECTIONS: On the scale below, circle the number opposite any change which has occurred in your life in the past year. Add up the value of your life change events. Compare your score with the following:

0 - 150	No significant problems
151 - 199	Mild life crisis (30 percent chance of illness)
200 - 299	Moderate life crisis (50 percent chance of illness)
300 and over	Major life crisis (90 percent chance of illness)

THE ADOLESCENT LIFE CHANGE EVENT SCALE*

(AGES 11-18)

Life Change Event	Life Change Unit
1. Death of a parent	98
2. Brother or sister dying	95
3. Close friend dying	92
4. Parents getting a divorce or separated	86
5. Failing one or more subjects in school	86
6. Being arrested by the police	85
7. Flunking a grade in school	84
8. Family member (other than yourself) having trouble with alcohol	79
9. Getting into drugs or alcohol	77
10. Losing a favorite pet	77
11. Parent or relative in your family (other than yourself) getting very sick	77
12. Losing a job	74
13. Breaking up with a close girlfriend or boyfriend	74
14. Quitting school	73
15. Close girlfriend getting pregnant	69
16. Parent losing a job	69
17. Getting badly hurt or sick	64
18. Hassling with parents	64
19. Trouble with teacher or principal	63
20. Having problems with any of the following: acne, overweight, underweight, too tall, too short	63
21. Starting a new school	57
22. Moving to a new home	51
23. Change in physical appearance (braces, glasses)	47
24. Hassling with brother or sister	46
25. Starting menstrual period (for girls)	45
26. Having someone new move in with your family (grandparent, adopted brother or sister, or other)	35
27. Starting a job	34
28. Mother getting pregnant	31
29. Starting to date	31
30. Making new friends	27
31. Brother or sister getting married	26

* From: Yeaworth, Rosalee C.; York, Janet; and Hussy, Maria A. "The Development of an Adolescent: Life Change Event Scale." *Adolescence*, Vol. 15, No. 57, Spring 1980. (Published by Libra Publishers, Inc., Roslyn Heights, NY)

Handling Stress

You cannot live your life free from stress or even distress, but there are ways which you can deal with them. Some suggested ways of dealing with stress are:

- Develop or expand your outside interests and activities. Develop good relationships with friends and relatives.
- Have a balance of work and recreation in your life.
- Talk with someone who understands your problems and will listen when you talk.
- Know how much you can take and when to say NO!
- Take things one at a time. Do not wait until a deadline to try to get everything done.
- Learn to recognize body messages that show a response to stress.
- Once you recognize stress, try exercises such as walking or jogging to overcome the stress cycle.

Learn to handle personal stress in a positive way that will fit your personality and your life style. Whether sitting at a desk or doing dishes at home, you can take steps to reduce the negative aspects of stress. Progressive relaxation and deep breathing can be helpful in relaxing your muscles. The following exercises can help you reduce personal stress.

EXERCISE I—CONTROLLED BREATHING. Controlled breathing will help you relax when you have to face a difficult situation. Use this breathing technique when making a speech before a class, calming yourself after a strong disagreement, rolling a bowling ball, or seeing the dentist. To use controlled breathing exhale slowly; then pause slightly and inhale, letting the breath come in naturally. To check if you are breathing correctly, place one hand on the upper part of your chest and the other hand on your stomach. Your stomach will rise at the start of each breath if you are breathing correctly. If your chest moves first you are not breathing correctly. Two or three of these breaths are all you should attempt to help you relax.

EXERCISE II—RELAXING THE MUSCLES IN YOUR BODY. To relax body muscles, move your head in a circular motion, move your shoulders up and down, then tighten your back muscles and release. You should be able to feel the relaxation in your body.

EXERCISE III—RELAXING YOUR FACE. To relax face muscles and relieve a tense expression, gently lower your upper eyelids. Do not

blink as your eyes close. Let your jaw drop as much as possible, separating the upper and lower teeth but keeping your lips closed. Teeth clenched tightly together add to a stern, strained appearance.

EXERCISE IV—RELAXING NERVOUS HANDS. Hands often indicate a person's tension or feelings of stress. When the hands are relaxed the entire body is usually relaxed. To relax nervous hands, rest the heels of your hands on a flat surface. Stretch your fingers and thumbs out as far as you can. Release the tension and let the pads of your fingers rest on the surface.

Being alert to the signs of tension and using the relaxation exercises will help you reduce personal tension and stress. The following activity will help you recognize stress situations in your life.

ACTIVITY D-3



DIRECTIONS: Complete the following sentences about stress by selecting terms from the list of emotions (or use other terms.) Complete only the number of sentences that apply to you.

angry
annoyed
anxious
bitter
confused

depressed
dissatisfied
fed up
frightened
frustrated

furios
helpless
irritated
nervous
overwhelmed

paranoid
resentful
swamped
timid
uptight

I feel _____	when _____
I feel _____	when _____
I feel _____	when _____
I feel _____	when _____
I feel _____	when _____
I feel _____	when _____
I feel _____	when _____
I feel _____	when _____
I feel _____	when _____
I feel _____	when _____

Describe a recent stress situation in your life. _____

Describe your behavior under stress. _____

I will try to reduce stress in my life by _____

Ways To Relax

Relaxation is a common sense way of coping with the stresses in your daily life. As the demands of multiple roles increase, the need for an effective method of relaxing to gain inner calm and stability becomes more important. Participate in the following activity. Then ask yourself, "What relaxes me?"

ACTIVITY D-4



To take your pulse, place fingers of one hand on the thumb side of the wrist of the other hand. Place fingers between the tendons and the wrist-bone as illustrated. Count the pulse beats for one-half minute. Multiply the number counted by two to get the rate per minute.



DIRECTIONS Put on a headset with no music. Listen to the quietness for ten minutes. Take your pulse. Record the pulse rate on the chart below. Turn on some loud rock music and listen to it for four minutes through the headset. Take your pulse and record the pulse rate on the chart. Change the music to soft mood music. Listen to it for four minutes through the headset. Take your pulse and record the pulse rate.

ACTIVITY

After silent headset
After loud rock music
After soft mood music

PULSE RATE

Compare the pulse rate figures. Which type of music was the most relaxing to you? _____

Write a paragraph describing your favorite method of relaxing. Your favorite method may or may not involve music.

E

**Parenting . . .
to Fit Your
Life Style**



COMPETENCY: *ABILITY TO DETERMINE THE SPECIAL RESPONSIBILITIES OF THE GAINFULLY EMPLOYED PARENT*

SUB-COMPETENCIES: *DETERMINE THE FACTORS TO CONSIDER WHEN CHOOSING A TYPE OF CHILD CARE.
RECOGNIZE THAT CHILDREN NEED SOME SPECIAL TIME WITH WORKING PARENTS.
DESCRIBE THE DAILY COSTS AND BENEFITS OF THE SINGLE PARENT FAMILY.
DETERMINE THE EFFECTS OF CHILDREN COMING HOME ALONE AFTER SCHOOL.
RECOGNIZE THE FINANCIAL RESPONSIBILITIES OF HAVING A CHILD.
DETERMINE WHICH PARENT SHOULD STAY AT HOME WHEN A CHILD IS ILL.
RECOGNIZE REASONS FOR TIMING ADDITIONS OF CHILDREN TO THE FAMILY.*

Suitable Sitters

People have children for different reasons and view parenthood from different perspectives. They act according to these differences as they choose child care for their children. Parents' reasons for working also affect decisions about child care. Most parents work to provide financial needs. Others work for self-fulfillment, career advancement, or added income. Regardless of their reasons for working, parents face the situation of choosing the type of child care that best meets their needs. Working parents need to be aware of different child care options that are available to them and how to evaluate each to determine the best care for their specific situation. Children can be cared for in their own home by a relative or a paid child caregiver. Child care is also available outside the home in a variety of facilities. Basically, these facilities fall into the following categories:

PROPRIETARY CHILD CARE CENTERS—child care facilities which operate as a profit-making small business or corporation. Children are cared for in groups, usually based on age. Smaller centers may or may not have a developmental or educational focus. Corporations which establish a chain of child care facilities, known as franchises, usually have a standard program of children's activities. Programs are normally licensed by the state.

NONPROFIT CHILD CARE CENTERS—child care facilities which operate on a cost-recovery or nonprofit basis. Children are also cared for in groups, usually based on age. Such centers include government sponsored programs for low-income families, church-affiliated programs, and other community-sponsored nonprofit programs. A planned program for

children's activities is usually provided. Programs are normally licensed by the state.

FAMILY DAY HOMES—child care provided by an individual in his or her home for a small group of children. Family day homes are usually registered with the state licensing office.

Each type of child care has its advantages and disadvantages. The following activities will help you become familiar with the terminology used in child care and help you explore the advantages and disadvantages of different types of child care.

ACTIVITY E-1



DIRECTIONS: Unscramble the following words related to child care. Write the word on the broken lines. After you discover each answer, write a one-sentence statement of the word's meaning as related to child care. Write the sentence on the solid lines.

1. TYRRIPERPOA -----

2. RENSAPT -----

3. DLRHEINC -----

4. IAYFLM ADY MEOH -----

5. ONYEM -----

6. PNFTNRIOO -----

7. MLIAFY -----

8. DHLIC CRAE -----

9. TACYLIFI -----

10. CISEENL -----

ACTIVITY E-2



DIRECTIONS: Write a short paragraph discussing the pros and cons of one type of child care. Refer to resources if necessary. Specify which type of child care you are discussing and whether you feel this type of child care has more advantages or more disadvantages.

After parents become aware of the types of child care, they should consider three main factors. These factors are:

- caregiver,
- setting, and
- opportunities for growth and development.

CAREGIVER. When choosing a type of child care, the caregiver should be the single most important factor. The caregiver should be a warm and loving person who can provide gentle but firm guidance. The caregiver should be open to working with parents regarding their children, and the caregiver should also have some early childhood education. Some general characteristics a caregiver should have are to be nurturing, consistent, and energetic. Complete the activity on the following page to evaluate these and other characteristics of child caregivers.

ACTIVITY E-3



DIRECTIONS: You read on the previous page that child caregivers should be nurturing, consistent, and energetic. Name as many other characteristics as you can that parents would want a caregiver for their child to possess. Then discuss why the characteristics are important for the child's growth and development.

Characteristics:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Discussion:

SETTING. The setting of a child care facility should be safe, clean, and have enough heat, light, and ventilation for the child to be comfortable. Parents should ask if the facility is licensed and if so for how many children. Parents should also check to see if ample space is available indoors and outdoors for the number of children being cared for. The facility should have locked cabinets for proper storage of medicines and poisons. It should have fire extinguishers, first aid kits, smoke detectors, and safety caps on all electrical plugs. Parents should also check for evidence of nutritious meals and snacks.

OPPORTUNITIES FOR GROWTH AND DEVELOPMENT. Whatever type of child care a parent chooses, consideration should be given to the child's growth and development. Opportunities should be available for the child to play indoors and outdoors, have group activity, have time for individual play, and have time for rest or sleep. The child should be given firm but gentle guidance and be encouraged to share. Caregivers should expect children to show respect for others and for the equipment. The following activities will help you to identify these and other factors which must be considered when selecting a child care facility.

ACTIVITY E-4



DIRECTIONS: Visit a local child care facility. Observe to determine whether or not the child care facility fulfills the criteria below. If it does, place a check in the YES column. If it does not, place a check in the NO column. Write any comments in the column on the right.

Name of Facility _____

YES NO

COMMENTS

FACILITIES

1. Center has an overall clean appearance.
2. Furniture, sinks, and toilets are at appropriate heights for children.
3. Temperature is comfortable.
4. Windows are low enough for children to see out.
5. An assortment of posters, pictures, and murals create colorful surroundings.

EQUIPMENT

6. Toys are in good condition without rough edges or broken parts.
7. Toys are stored in a neat manner when not in use.
8. Enough materials are available for all the children to use without waiting.
9. Both boys and girls are allowed to play with all equipment.
10. A large variety of equipment is available.

STAFF

11. Staff encourages parents to visit the facility at any time.
12. Caregivers spend quality and equivalent time with each child.
13. Caregivers interact with children at an appropriate level.

YES NO

COMMENTS

____ ____ 14. Regular meetings are held to inform parents of children's progress. _____

____ ____ 15. Caregivers are clean and neat in appearance. _____

SAFETY AND HEALTH

____ ____ 16. Electrical outlets are covered with safety covers when not in use. _____

____ ____ 17. Entire facility is free of any sign of insects, rodents, or other pests. _____

____ ____ 18. Basic first aid equipment is easily accessible. _____

____ ____ 19. Fire safety plans are known in detail by children and staff. _____

____ ____ 20. Carpets or rugs are secure to prevent tripping or slipping. _____

ACTIVITY E-5



DIRECTIONS: Read the following case study. Then answer the questions about the case study and discuss your answers with the class.

Case Study

Jane and her husband John both work full time. They have an eight-year-old daughter and a one-year-old son. The couple has just received notice that the day care center where they take their son will be closing in thirty days due to lack of adequate financing. They must make other child care arrangements for their son. The eight-year-old daughter will not be affected because she is enrolled in an after-school program at the elementary school she attends.

What should John and Jane consider before choosing child care for their son? _____

What type of child care would best fit the needs of Jane and John and their son? _____

Prime-Time Parents

Today more and more parents are members of dual-earner families. With over 47 million women in the work force, many children are being cared for by paid caregivers. Parents who are away from their children for long periods during the day should set aside a time each day to listen and communicate with their children. The evening hours from the moment parents walk in the door until the children's bedtime should be a prime time for the children. If this prime time cannot be spent with the children every evening, a special time could be set aside during the day to visit or call the child at the child care center. Or the parent can make a special date with the child for Saturday or Sunday to do something special that the child would enjoy.

Being a prime-time parent could include such activities as eating the evening meal together as a family, a story time, a family worship time, time for cooking or washing the dishes together, or fifteen minutes of special time when you do whatever the child plans. Suggested weekly activities could be a Sunday afternoon special time with each parent; special outings such as going on a picnic, to the beach, or on a camping trip; or dinner at home with family guests.

In order to have time to spend with each other, every family member has to make certain choices and sacrifices. Each person has to set the priorities and select the things that are most important. Start the day or evening with the most essential, high-interest activity and proceed from there.

Being a prime-time parent requires the ability to communicate with other family members. Listening is a key to communication within families. If you do not listen you miss the message, and if you miss the message, communication breaks down. Working parents often are busy when children want to talk, but parents should set aside a "talking-listening" time for each child every day. Use the following activity to help you evaluate your talking-listening skills.

ACTIVITY E-6



DIRECTIONS: Determine your communication skills by asking yourself the following questions. Circle the best response to each question.

QUESTION	RESPONSE		
1. Do you listen when others talk?	Always	Sometimes	Never
2. Do you let others finish speaking without finishing sentences for them?	Always	Sometimes	Never
3. Do you accept others' positive and negative feelings on a topic?	Always	Sometimes	Never

QUESTION	RESPONSE		
	Always	Sometimes	Never
4. Do you encourage others to communicate their feelings?	Always	Sometimes	Never
5. Do you communicate your feelings?	Always	Sometimes	Never
6. Do you refrain from interrupting with your ideas when others are talking?	Always	Sometimes	Never
7. Can you listen objectively without criticizing?	Always	Sometimes	Never

If you answered "always" to all these questions you communicate effectively. If you did not, try to find time to listen and communicate more effectively. Develop these communication skills while you are young and they will carry over into your adult life.

Single Parents

In 1979 nearly 20 million families—almost one out of every five families—were headed by a single parent. Most single parent families are created by separation or divorce. Sometimes, however, the parents are widowed or never married. Most single-parent families, about 85 percent, are headed by women.

Single parents face the same problems as parents with mates, but they must learn to solve their problems without a mate to help. Most single parents have financial worries since their incomes may be lower than those of two-parent families. Single parents often suffer from loneliness if their social life is restricted. They are kept busy earning the living, caring for the children, caring for the house, preparing all the meals, and performing all the other tasks usually shared by two people.

Research has shown that most single parents manage quite well handling the problems that arise when raising a child alone. Single adults have more opportunities to express themselves when not hindered by another adult. Also, the children of single-parent families may acquire more household skills and accept more responsibilities than children of traditional families. The following activity will help you understand the situations that might arise in a single parent's day.

ACTIVITY E-7



DIRECTIONS: Imagine that you are a single parent with two school-age children, Mark, age 6, and Tommy, age 8. You work as a computer programmer for Data Industries, Inc. from nine to five. Write a paragraph

describing a typical work day in your life, including the problems and the pleasures. Describe how you get the children to school, who cares for them after school, what you have for dinner, what time you get up in the morning, what you do about lunch, what housekeeping tasks you do in the evening, and any other usual things in your imaginary day.



Latchkey Kids

America may still be a country of baseball, apple pie, and Mom. But fewer and fewer children are finding Mom or apple pie waiting when they arrive home from school. Today 50 percent of all mothers are in the work world for professional, career, or economic reasons. Parents often find a shortage of reliable day care. Even if reliable day care is available the cost is sometimes more than parents can afford. For some school-age children, this means coming home alone, unlocking the door to let themselves in, and remaining inside until a parent returns home. These children are often referred to as latchkey children. This means they carry a key to school or use a hidden key to let themselves into their home after school to wait until a parent or parents arrive home from work.

The latchkey arrangement can have a positive or a negative effect on a child. A latchkey arrangement with structure is usually the most successful. Structure includes rules that are clearly stated and enforced by the parent(s). A structured plan can make a latchkey arrangement successful for the child as well as for the parent. It can help relieve a parent's feelings of guilt for leaving the child at home alone.

Participate in a poll of the class to determine how many students are, or have been, latchkey children. Listen to willing students express their opinions of the positive or the negative effects of a latchkey arrangement. The following activity will also help you gain a better understanding of the factors which must be considered when structuring a latchkey arrangement for children.

ACTIVITY E-8



DIRECTIONS: Read the following case study. Answer the questions at the end of the case study. Then complete the check list by putting a check in the YES or NO column. Discuss your answers with the class. Be prepared to give reasons for your decisions.

Case Study

Tom and Laura have a ten-year-old son named Jim. Tom works at a pipeline company and is away from home overnight occasionally. Laura has just accepted a job as a magazine photographer. Jim says he is too old to stay with a baby-sitter after school. If you were Jim's parents would you let him stay home alone after school? _____. If not, what after-school arrangement would you make?

Check the activities below that you would and would not permit for a ten-year-old at home alone.

<u>YES</u>	<u>NO</u>	<u>ACTIVITIES</u>
___	___	1. Cook on the range.
___	___	2. Use the microwave oven.
___	___	3. Have visitors.
___	___	4. Do assigned chores.
___	___	5. Do homework.
___	___	6. Go other places or to other children's homes.
___	___	7. Call a parent at work to say you have arrived home.
___	___	8. Discuss his or her feelings about staying home alone.
___	___	9. Answer the door.
___	___	10. Accept rides home from school.

Children Cost

Every would-be parent should think about the costs of rearing a child. Parenthood calls not only for a high degree of emotional stability but also for financial unselfishness on the part of the parents.

Two people considering having a child should examine their financial situation. For example, will both partners need to continue working? A dual-earner family, in which both parents are employed, is very much a fact of life today. Statistics show that 40 percent of the mothers of preschool children and 50 percent of the mothers of school-age children are employed outside the home. Couples planning to have a child should determine if they can adjust to the added economic responsibilities of having a child. Complete the following activity to help you determine the costs of rearing a child.

ACTIVITY E-9



DIRECTIONS: Study government documents and/or current publications to gain a better understanding of the costs of rearing a child from birth to young adulthood. Write the information you find in the following space. Discuss your findings with the class.

Parenthood is an irreversible decision which will affect every aspect of a couple's life. Couples should weigh the costs and benefits of having a baby and their emotional and financial ability to care for a child.

In the case study below, Bill and Sue are taking a first step in recognizing the financial cost of having a baby. Use the case study and the activity which follows to help pinpoint some specific expenses of having a baby.

Case Study

Bill and Sue are presently both employed at nine to five jobs. Together they have a combined income of \$25,000 a year. Sue and Bill would like to have a baby at this point in their lives but they both

wonder if they can afford a child. They feel a way to answer their question is to prepare a list of the costs involved in having a baby.

ACTIVITY E-10



DIRECTIONS: Prepare a list of expenses that a couple might anticipate from the time of their decision to have a child until the baby is three months of age. Locate prices for the items listed. Total the cost of the items. List any ways to economize in the third column. For example, a crib might cost \$150 purchased new but only \$25 if purchased at a garage sale; if borrowed from a relative or a friend it might cost nothing.

<u>LIST</u>	<u>COST</u>	<u>WAYS TO ECONOMIZE</u>
1. _____	\$ _____	_____
2. _____	\$ _____	_____
3. _____	\$ _____	_____
4. _____	\$ _____	_____
5. _____	\$ _____	_____
6. _____	\$ _____	_____
7. _____	\$ _____	_____
8. _____	\$ _____	_____
9. _____	\$ _____	_____
10. _____	\$ _____	_____
TOTAL \$ _____		

Members of dual-earner households may have concerns other than costs about having children. The two careers may influence the decision whether or not to have children or the spacing of children. For example, career ladder steps and benefits such as paternity leave may affect the spacing of children. There are many expert opinions about spacing of children and the ideal family size. The two-career couple must make a decision that they are comfortable with and which fits their life style. The following activity will help you understand some of the factors involved in decisions about dual-careers and parenthood.

ACTIVITY E-11



DIRECTIONS: Read the following case study. Answer the questions which follow.

Case Study

Mark and Karen Thomas are expecting a baby in three months. Mark is a certified public accountant and Karen is a legal secretary. Mark and Karen waited to start their family until they both had five years experience in their careers. Karen automatically receives six months maternity leave which she is going to begin the month the baby is due. Mark is going to ask his company for six months paternity leave. Karen and Mark would like to care for their baby at home the first year of his or her life without having to quit their jobs.

Should couples space their children so both spouses can have a career? Why? _____

What is paternity leave? _____

Do you think men should receive paternity leave? Why? _____

Leave-Time Decisions

For couples with children, dual-earning means dual-parenting responsibilities during working hours. When both parents are gainfully employed, sooner or later they will have to determine which parent should stay at home when a child is ill. Amount of sick leave available, vacation time allowed, and requirements and expectations of both career positions will have to be considered when making the decision as to who will stay home with an ill child. In the following activity, Mary and Bob are faced with this decision.

ACTIVITY E-12



DIRECTIONS: Read the following case study. Then answer the questions concerning which parent should take sick leave.

Case Study

Mary and Bob were high school sweethearts who married immediately after graduation. Eight years later they have three boys Jimmy, age 7, Tommy, age 5, and Billy, age 2. Bob is employed on an oil derrick and usually works 12 hours a day. Because of the rising cost of living Mary decided to take a job outside the home. In high school Mary enrolled in the Home Economics Cooperative Education (HECE) program. Due to that experience she is now qualified to be an assistant manager of a fast food restaurant. Billy stays at the day care center during the day. Jimmy and Tommy stay with a neighbor for thirty minutes after school until Mary arrives home.

Two weeks after Mary started her new job Billy became ill with chicken pox. Mary's job does not allow sick leave or vacation time until she has worked six months. Mary's boss said she could have the time off but without pay. Bob has vacation or sick leave available but he has never stayed at home when the boys were ill.

Which one of the parents do you think should stay home with Billy? Why? _____

If both parents had equal sick leave, which parent should stay with the sick child? Why? _____

F

**Eating . . .
Plan, Prepare,
Partake**



COMPETENCY: *ABILITY TO USE TIME-SAVING TECHNIQUES TO PLAN, SELECT, AND PREPARE FOOD TO MEET THE NEEDS OF EMPLOYED HOMEMAKERS*

SUB-COMPETENCIES: *DEMONSTRATE THE ABILITY TO PLAN TIME- AND ENERGY- SAVING MENUS.
RECOGNIZE THE USE OF CONVENIENCE FOODS AS TIME- AND ENERGY- SAVING FOOD CHOICES.
APPLY TIME-SAVING TECHNIQUES TO SHOPPING FOR FOOD ITEMS.
MAKE AN ORGANIZED RECIPE FILE TO SAVE TIME, MONEY, AND ENERGY.*

Meals For Busy Folks

The meals that most of us eat each day are part of a meal pattern. A *meal pattern* is when, what, where, how, and why we eat. Homemakers should decide what meal patterns their families have before planning meals. Nutrition is the basis for good menu planning. Planning meals without regard to nutrition is like trying to ride to Chicago on a merry-go-round—fun but frivolous since you will never get where you want to go. Certainly there is no more basic reason for eating in the first place than to nourish the body. You do not have to have a degree in nutrition to eat intelligently. With knowledge of the Five Food Groups listed below, you can plan time-saving, nutritional meals.

FIVE FOOD GROUPS

Milk Group

Milk
Cheese
Ice cream
Cottage cheese

Vegetable— Fruit Group

Oranges
Grapefruit
Strawberries
Cabbage
Tomatoes
Corn
Lettuce
Squash

Meat Group

Beef
Veal
Poultry
Eggs
Dried beans
Nuts

Bread— Cereal Group

Cereal
Bread
Macaroni
Spaghetti
Noodles
Pancakes
Waffles

Fats-Sweets Group

Pastries
Cookies
Butter
Doughnuts

Planning a menu is a little like putting together a puzzle. Each individual food element has a unique taste, texture, and shape. When all the parts are put together a nutritious and attractive meal results. Suggestions for combining foods to form appealing and wholesome menus are:

- Select a main dish that contains a good source of protein—meat, fish, poultry, or eggs.
- Include at least one and preferably two servings of fruits and vegetables.
- Include one serving of bread, pasta, rice, or potatoes.
- Incorporate milk, cheese, or yogurt.
- Include a beverage and also a dessert, if desired.
- Contrast textures to include crisp, crunchy foods with soft foods.
- Vary the shapes of foods to enhance the appearance of the meal.
- Create eye appeal by combining complementary colors and having variety in the meals.

By using the suggestions for meal planning and your knowledge of the Five Food Groups you can plan time-saving and convenient meals. Meal planning should include all the meals and snacks the family eats at home as well as the meals eaten away from home. Some time-saving tips to speed up the meal planning process include:

- Plan 15-minute menus for breakfast: cereal, fruit, and milk; French toast and juice; or toast with a slice of bacon or cheese.
- Plan to prepare double or triple portions of the family's favorite recipes. Serve one portion and freeze the other for later use.
- Plan to cook several different types of meats outside on the grill on the weekend. Freeze the extra meats so they can be reheated during the week for quick meals.
- Plan your lunch menus by the week. Prepare sandwiches in advance from foods that can be frozen. Fillings that freeze well are cheese spread, canned or cooked chicken, turkey, boiled ham, and peanut butter.
- Keep records of good menus, recipes, brand names of good products, and ideas for quick, nutritious meals.
- Keep a list of the family's favorite meals. Encourage each family member to assist with meal planning.

Below are sample menus of time-saving meals for one day. The activities which follow will help you gain a better understanding of menu planning.

BREAKFAST

One-half Grapefruit

Cereal with Milk

Coffee and/or Juice

LUNCH

Chicken Salad Sandwich

Fruit Cocktail

Milk

DINNER

Spaghetti

**Green Salad
with Salad Dressing**

Bread Sticks

Pudding

Tea or Coffee

ACTIVITY F-1



DIRECTIONS: Unscramble the following menu planning words. Then unscramble the circled letters to complete the mystery sentence.

1. RUOLOCFL
2. ZPEAGPINTI
3. SERDSTE
4. INMA HSDI
5. TRVIYAE
6. UIRSTOTNUI
7. RTIFUS
8. ASYFTIGNIS
9. LSDASA
10. LEVBAESGTE

Meal planning helps you have a

ACTIVITY F-2



DIRECTIONS: Plan time-saving menus for three days for a working homemaker who is employed in a nine-to-five job. The homemaker's family includes a spouse, an eleven-year-old son, and a five-year-old daughter.

Kitchen Economy

The average full-time homemaker spends three to four hours a day preparing meals. The employed homemaker spends less than half that time to accomplish the same thing. Convenience products can be used to save time and energy when preparing nutritious meals. Modern meals are often a combination of convenience products and foods prepared at home.

Convenience foods include pre-prepared and frozen foods that require a minimum of preparation time. They provide shortcuts in food preparation. Types of convenience foods include: *ready-to-eat* foods which require no cooking, *partially-prepared* foods which require only a small amount of preparation, *partially-cooked* foods which have already been cooked and must only be heated or browned, *dehydrated* foods which may require the addition of water, *frozen* foods which require cooking or thawing, and *canned* foods which may be completely cooked or ready to serve. Convenience foods come in various forms. Convenience foods can be located for each of the Five Food groups.

MILK GROUP. Several convenience milk products are available. Dried and evaporated milk can easily be reconstituted with water. One of the best nutrition and food bargains is reconstituted nonfat dry milk. Cheese can be selected unripened, ripened, processed, or pasteurized. It can be sliced, grated, canned as a cheese sauce, or packaged as a spread or a dip. Cream soups are a milk-based product that may be eaten alone or used as an ingredient in the preparation of other foods.

FRUIT AND VEGETABLE GROUP. The fruit and vegetable food group offers numerous convenience items. Fruit can be found three ways: canned, frozen, or dried. Fruit desserts require no preparation except for washing fresh whole fruit or partially thawing frozen fruits. Vegetable convenience items include prewashed fresh vegetables, canned, and frozen vegetables. Canned stock soups are a familiar convenience product. Stock soups can also be frozen or dehydrated.

MEAT GROUP. Meats and legumes also come in convenience food forms. Meats can be canned, frozen, or refrigerated. Many of the convenience meat items are classified as meat products because they contain other ingredients in addition to meat. For example, lunch meats often contain non-meat products. Legumes can be canned or frozen. They need only be reheated before eating.

BREAD AND CEREAL GROUP. The bread and cereal group includes a variety of convenience food items. Whole grain is made into cereals that are flaked, puffed, shredded, or sugar-coated. Breads can be found ready-to-serve, brown and serve, refrigerated, and in mixes. A home-made mix can be prepared by sifting the dry ingredients and cutting in the shortening. This mix will keep several months in the refrigerator.

It can be used for biscuits, muffins, waffles, pancakes, and coffee cakes. Home baked products can also be frozen for later use.

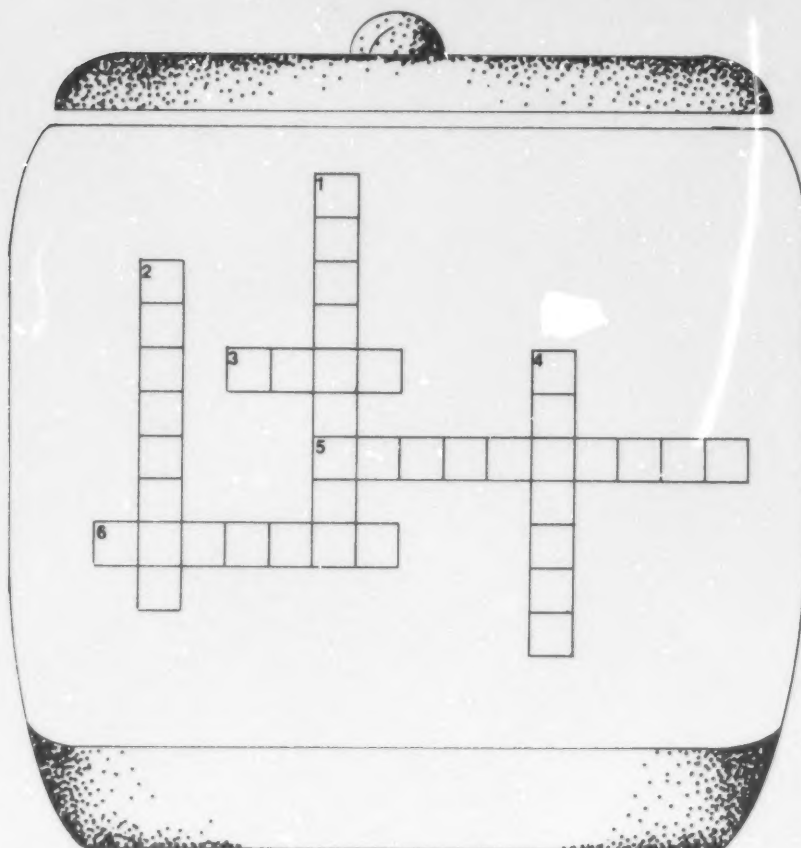
FATS AND SWEETS GROUP. In the fats and sweets food group, the cake convenience items include dry cake mixes, ready-to-eat products, and frozen products. Convenient cake frostings come as a dry mix or in ready-to-spread form. Pastries come as a dry mix, as a compressed stick to which you need only add water, as a frozen pie shell, as ready-to-bake pie crust sheets, and as a crumb crust. Some crumb crusts come in their own pan. Others have to be mixed with butter and sugar and pressed in a pan. Cookies come conveniently in several forms: ready-to-eat, refrigerated, frozen, and as a mix. A dessert selection can be made from frozen ready-to-eat desserts or from desserts that need only to be warmed.

Convenience items make meal preparation less complicated, but they make food selection more complicated. Your challenge is to select the best convenience items for your use. What guidelines will you use in the selection of convenience items for your present family? What tools and equipment will you use? Consider the following list of tips. The activities that follow will help you review the tips.

Shortcut Tips and Time-Savers for Busy Families

- Meals can quickly be prepared with the use of a pressure cooker or microwave oven. Microwave ovens can thaw, reheat, and cook foods.
- Keep frequently used appliances such as mixers, blenders, or food processors on the kitchen cabinet so they are always accessible.
- Do most of the cooking for the family on the weekend. Double or triple a favorite recipe and freeze the remaining portions for use later in the week.
- Package single meals or leftovers in sealing bags. This is a time-saving way to have quick meals that can be reheated in boiling water or in a microwave oven.
- Prepare a supply of sandwiches for a week and wrap each individually and freeze. A sandwich will thaw in the time between breakfast and lunch.
- A slow cooking pot, an electric skillet, or an oven with temperature controls can be used to cook foods that require long cooking times during the day or night.
- Purchase or prepare TV dinners for one-person meals. Freeze the dinners until a quick dinner is needed for a family member on the go.

- Before purchasing convenience food products, compare the amount of time you will save and the cost of the ingredients you will have to add against that of the homemade version. Some proven time-saving and money-saving convenience products are orange juice, frozen French fries, biscuit mix, and prepared cookie dough.



ACTIVITY F-3



DIRECTIONS: Complete the crossword puzzle above using the missing words from the time- and energy-saving clues below.

ACROSS

3. Use a _____ cooker, an electric skillet, or an oven with temperature controls to cook foods that require longer cooking times.
5. Make room on the kitchen counter for the _____ used most often such as the blender, food processor, and mixer.
6. Utilize a _____ as a storehouse for extra food portions.

DOWN

1. A _____ oven is for quick cooking, defrosting, or reheating.
2. Use a _____ cooker to save time and energy.
4. Package leftovers in _____ bags so they can quickly be reheated in boiling water or microwave ovens.

ACTIVITY F.4

DIRECTIONS: Work in small lab groups to compare convenience foods to homemade foods by using the chart on the following page. Each group should prepare one homemade food and its corresponding convenience food(s) from the list below. Record the preparation and cooking time, cost, taste, and energy used (for example, the number of utensils used) for each food prepared. Compare your results with those of other lab groups.

EXAMPLES:

Foods	Suggested Preparation
• Spaghetti Sauce	Homemade Mix Canned
• Vegetables	Fresh Frozen Canned
• Biscuits	Homemade Mix Canned
• Potatoes	Whole Frozen Instant
• White Cake	Homemade Mix—Name Brand or Generic Frozen
• Rice	Long Cooking Quick Cooking
• Pizza	Homemade Mix Frozen

Comparing Food

FOOD BEING COMPARED: _____

FORM	TIME		COST	TASTE	ENERGY
	Preparation	Cooking			

Shopping Savvy

Once considered "women's work," shopping for the family's groceries is now often done by men. This change has occurred because more women are employed full time and increasing numbers of men live as singles at some point in their lives. In a recent survey by the Food Market Institute, about one-third of supermarket shoppers today are men.

All family members need to be aware that a wise shopper should know what type of foods are necessary for good health. Shopping for food needs, rather than for food whims, will make more efficient use of the family's time and money. Before shopping begins, a list of needed items should be prepared. A pad near the telephone or on a kitchen bulletin board is a convenient place for family members to write down depleted items to be purchased on the next shopping trip. The shopping list should be prepared from the menus planned for the following week(s) plus the items on the list kept by the telephone or on the bulletin board. The shopping list should then be arranged in the order of the shelf arrangement of the store where you will do your shopping.

In choosing a food market, decide which of the three major types of food stores will suit your shopping needs. The three types of food stores are supermarkets, discount food stores, and convenience stores.

A *supermarket* is a full-service food store. The services provided by a supermarket can include delicatessen, bakery, cosmetics, trading stamps, neatly stacked aisles, and grocery carry-out. Supermarkets are often members of a chain of grocery stores which can offer large quantities and varieties of goods. Supermarkets have overhead expenses such as advertising and displays which make the prices higher than at discount food stores.

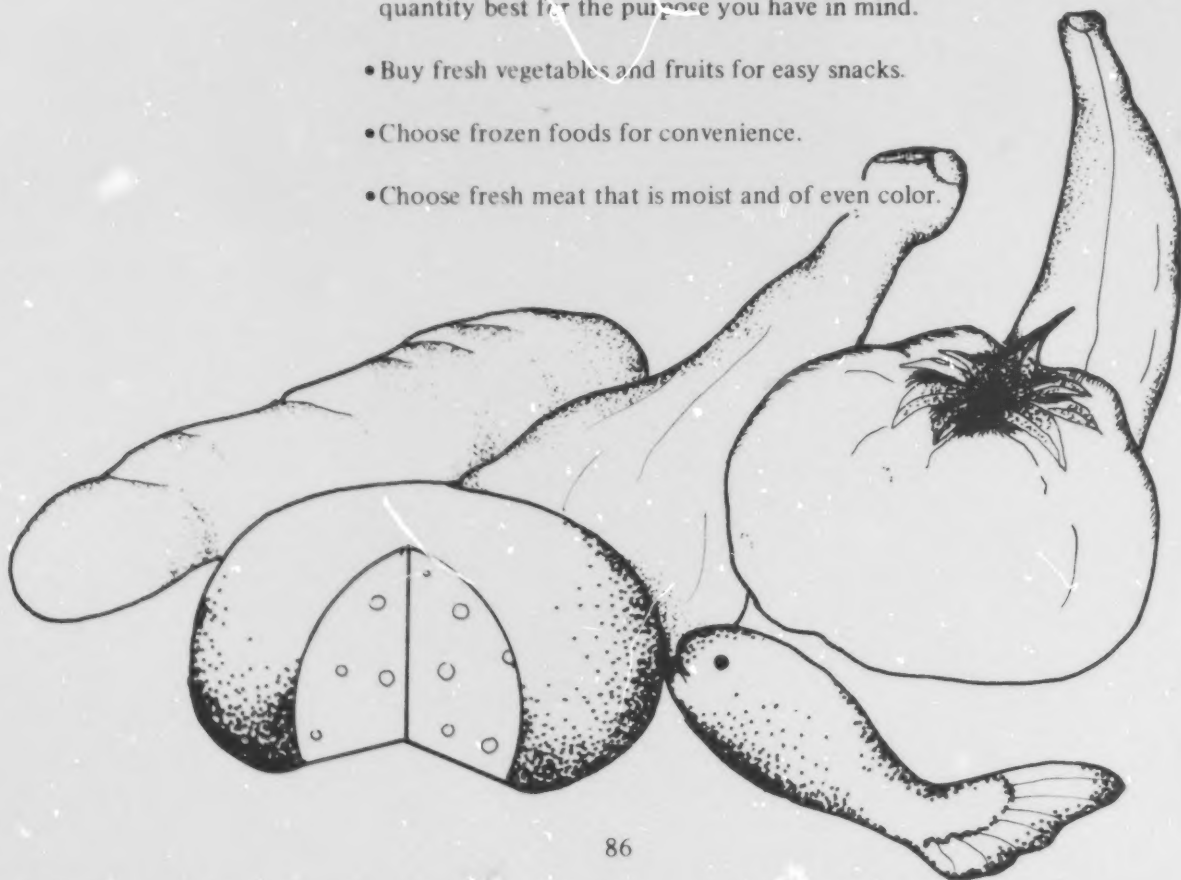
A *discount food store* can sell goods at prices lower than a supermarket or convenience food store. The discount food store attempts to sell a great deal of merchandise at a low margin of profit in the hope that the amount of sales is profitable. Services such as grocery carry-out, trading stamps, and neatly stacked merchandise are kept to a minimum.

A *convenience food store* is a smaller store which supplies basic foods but usually at more expense to the consumer. These stores are commonly located near residential neighborhoods and remain open 20-24 hours a day.

All three types of stores may offer a name brand, a store brand, or a generic brand of many items. A *brand name* is a symbol of a reputable producer. It is used to acquaint people with a product. *House or store brands* are brands used by chain food stores on products packaged for them. The *generic brand* is a no-name brand usually in white packaging, which does not have a trademark. When choosing a place to shop, the homemaker should consider the location, service, type of store, brands of items carried, and the advertised prices of the store.

Below is a list of helpful hints for food chopping. These hints and the activities which follow will help you understand food shopping terminology and develop food shopping skills.

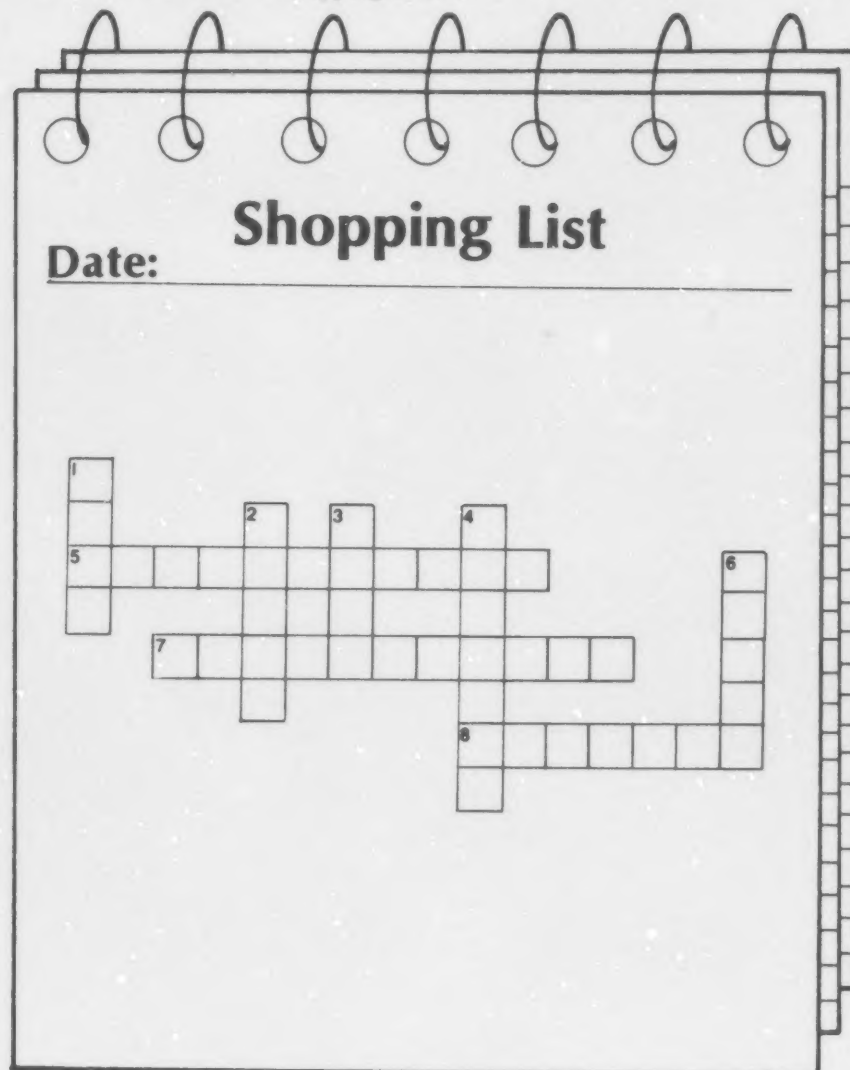
- Decide which foods are to be served in upcoming meals. Check to see what items are already on hand.
- Make a market list for supplies needed.
- Know the store layout. Arrange your shopping list so that items appear on the list in the order of the store layout.
- Shop with a list. Avoid impulse buying.
- Shop on a full stomach. A hungry shopper always buys more.
- Shop late in the evening to avoid crowded stores.
- Shop alone. Shopping with a spouse or children takes more time. Also, children want unneeded items.
- Watch for double coupon days. The use of cents-off coupons can increase the family's buying power.
- Keep in mind the way food is to be used. Select the quality and quantity best for the purpose you have in mind.
- Buy fresh vegetables and fruits for easy snacks.
- Choose frozen foods for convenience.
- Choose fresh meat that is moist and of even color.



ACTIVITY F-5



DIRECTIONS: Fill in the crossword puzzle using missing words from the clues related to shopping below.



ACROSS

5. A full service food store is a _____.
7. _____ foods save preparation time, cooking energy, and storage space.
8. Shoppers should prepare a shopping list to avoid _____ buying.

DOWN

1. The first step in shopping is to prepare a _____.
2. The symbol of a reputable producer is the _____ name.
3. Shopping provides the opportunity to look for new ideas to _____ time in meal preparation.
4. White packaging with black lettering is common for _____ brands.
6. Shop _____ to save time and money.

ACTIVITY F-6


DIRECTIONS: Determine your shopping skills by completing the following activity. Visit at least two of the three major types of stores to compare prices of identical brands. Write the name of the store in the appropriate column heading. Write the name of the brand in the blank provided beneath the food item. Locate the food items in each store and write their prices in the corresponding store column. Then add each column to determine the cost of the items in each store. After completing the survey, discuss the following questions with classmates: Does one type of store have higher prices? What is the advantage of comparing prices?

FOOD ITEM	SUPERMARKET	DISCOUNT FOOD STORE	CONVENIENCE FOOD STORE
	Name:	Name:	Name:
Eggs Brand _____ (1 dozen)	_____	_____	_____
Bread Brand _____ (18-20 slices)	_____	_____	_____
Milk Brand _____ (1 gallon)	_____	_____	_____
Sugar Brand _____ (5 pounds)	_____	_____	_____
Cheese Brand _____ (16 slices—individually wrapped)	_____	_____	_____
Total	\$ _____	\$ _____	\$ _____

4 X 6 Solution

Have you ever searched through a drawer of recipes trying to remember to whom you served a recipe last, who liked it and who didn't, and if the cooking time and yield were correct? A solution to these problems is a neatly organized recipe card file. You or your spouse can tell immediately what ingredients are needed, when you served a recipe last, to whom you served the recipe, how it was received, and how much it cost to prepare the recipe.

For busy people, this recipe card file can save some valuable resources: money, time, and energy. You or your spouse can shop and prepare food from the recipe cards. You can choose recipes to fit your budget since the costs of each recipe are noted on the file card. The recipe file can save time because the yield (how many servings) and the cooking time are on each card. This helps you to have everything ready at the same time. You can also save time because you will not have to search everywhere for the recipe you want. Finally, you can save energy because the menus and the recipes will be easy for other household members to find and follow.

To begin your recipe file, make or buy a 4 x 6 inch or 5 x 8 inch file box and a supply of cards to fit the box. Make or buy divider cards to separate the recipes into categories. Suggested categories are: Appetizers, Beverages, Breads, Casseroles, Desserts, Meats, Salads, Soups, Vegetables, Miscellaneous.

See the sample recipe card on the following page. The numbers leading to the recipe card correspond to the numbered explanations below.

1. Oven temperature and cooking time, if any.
2. Number of servings the recipe provides.
3. Asterisk indicates that recipe is easy enough to be prepared by children.
4. Ingredients (refer to this when making a grocery list).
5. Directions written in simple, short sentences.
6. Comments as to how well the recipe was liked, and special preparation notes.
7. Tells when and to whom you served the recipe last. This prevents serving the same dish to company again.
8. Cost of the dish. Write date and prices in pencil so that they may be changed.

Front

TUNA SALAD SANDWICHES

(no cooking time)-----

Serves 6 -----

*-----

Ingredients: -----

2-6 oz. cans of tuna
3 hard boiled eggs, coarsely chopped
½ cup mayonnaise
¼ cup sliced pickle
1 tablespoon chopped onion

Directions: -----

Drain tuna and set aside. -----
Thoroughly mix all ingredients; add tuna.
Serve on sandwich bread with lettuce leaves and tomato
slices.

Back

COMMENTS: A quick idea for lunch. Can be prepared in the morning
or the night before. -----

WHEN AND TO WHOM SERVED: Aunt Sue and Uncle Greg 8/26/--
The Yamatoto's 12/18/-- -----

COST: ----- April, 198- -----

2-6 oz. cans of tuna	.79/each	1.58
3 eggs	.87/dozen	.21
½ cup mayonnaise	1.49/32 oz.	.16
¼ cup sweet pickles	.89/6 oz.	.20
1 tablespoon onion	.10/each	.02

TOTAL COST: \$2.17

COST/SERVING: .36 [2.17 ÷ 6 = 36]

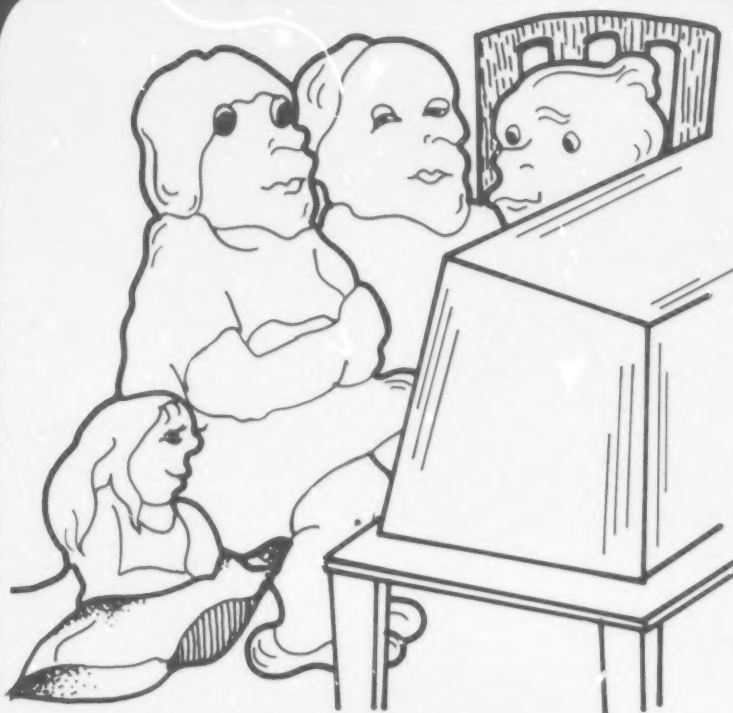
ACTIVITY F-7



DIRECTIONS: Work individually or in small groups to develop a recipe card file for lunches which would be quick and convenient for dual-earning couples. Choose lunch menus which are nutritious and varied. Use the 4 x 6 forms below. Include the information listed on the sample recipe card on page 90. Share your lunch recipe cards with the class. Discuss the merits of each.

G

Relaxing . . .
Because You
Deserve it



COMPETENCY:	ABILITY TO MAINTAIN AN EQUILIBRIUM BETWEEN RESPONSIBILITIES AND LEISURE BY PLANNING TIME FOR LEISURE
SUB-COMPETENCIES:	IDENTIFY FACTORS WHICH WASTE TIME. DETERMINE FACTORS WHICH INFLUENCE LEISURE-TIME ACTIVITIES. SUMMARIZE PLANS FOR LEISURE-TIME ACTIVITIES. INVESTIGATE TO DISCOVER WAYS WORKING PERSONS MAKE THE TRANSITION BETWEEN WORK AND HOME. PRACTICE MAKING A SMOOTH TRANSITION FROM WORK OR SCHOOL TO HOME. GIVE EXAMPLES OF PRACTICAL WAYS FOR DUAL-EARNING COUPLES TO SPEND QUALITY TIME TOGETHER.

Time For Leisure

Leisure is defined as unoccupied time, free from the demands of work or duty. Leisure includes all nonemployment, nonproduction activities such as sports participation, time unaccounted for, and sleep.

Working persons often find that the responsibilities of job and home leave them very little time to relax. Consequently these persons risk physical and emotional well-being which leads to problems at home and work. Leisure time can provide recreation and rest needed by these individuals.

To maintain an equilibrium between responsibilities and leisure you need to plan time for leisure. Flexibility must be a part of the planning because change in both your professional and personal life is inevitable. Although you should plan or make time for leisure, all leisure-time activities do not have to be planned. However, the activity taking up leisure time should be something you want to do. Time is wasted when you are doing something because of habit or because you don't know what else to do. Taking a nap or watching a television program are considered leisure activities if that is what you want to do.

As you plan to manage your time to allow for leisure, you should be aware of how often time is unknowingly wasted. Wasted time is time that could have been used for leisure. Common ways of wasting time include:

- **DISORGANIZATION.** The individual destroys the organization or systematic arrangement of his or her environment and leaves everything in confusion and disorder.
- **PROCRASTINATION.** The individual puts off doing things till another day or time.

• **BUSYNESS.** The individual is engaged in lively but meaningless activity to give the appearance of being busy.

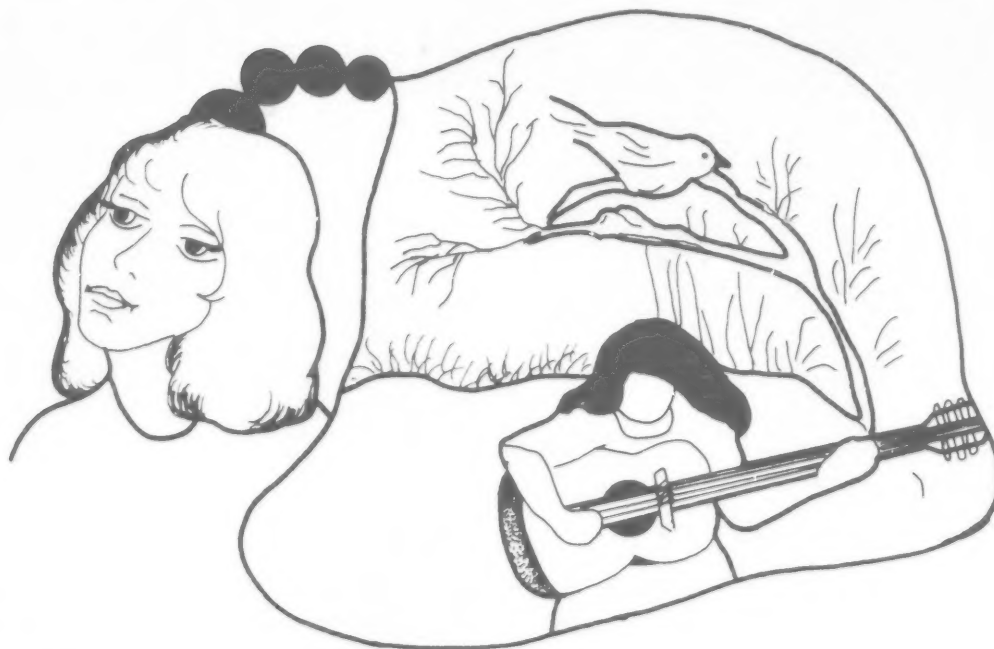
• **INERTIA.** The individual is sluggish, bored or tired, inactive, and does not accomplish anything.

When planning time for leisure activities, consider the leisure-time needs and interests of individual family members. Plan activities that provide satisfaction and fulfillment for each member. Determine the type of leisure activity needed. Is the leisure-time activity needed to give a change of pace from a job? provide a change from homemaking tasks? give individuals a sense of accomplishment? extend hospitality to friends? keep in touch with out-of-town relatives? provide rest and relaxation? provide physical activity? The following activity will help you know more about the use of leisure time.

ACTIVITY G-1

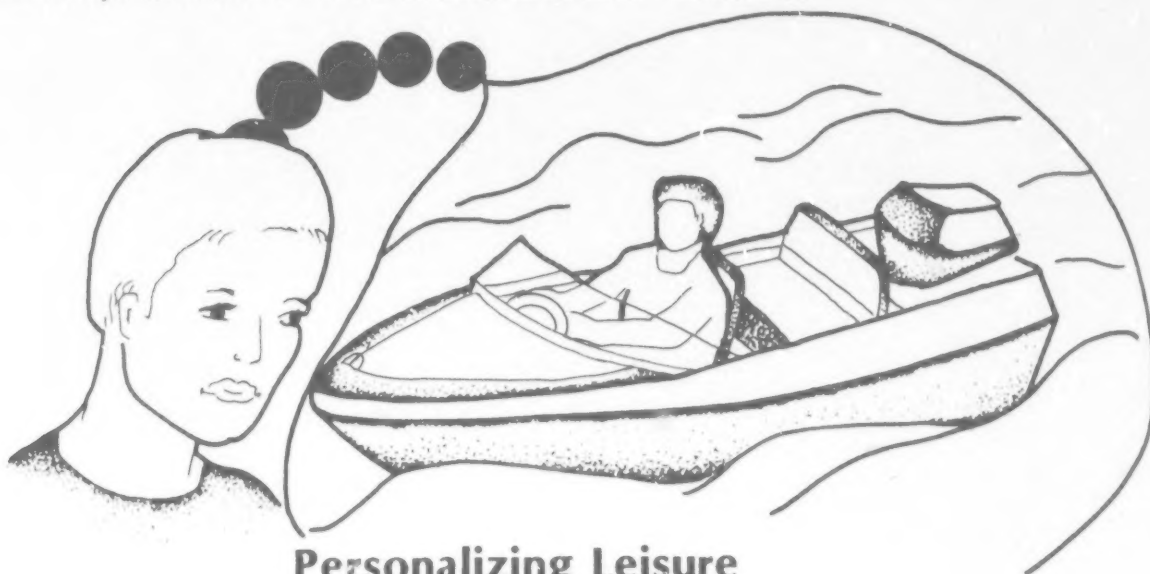


DIRECTIONS: Summarize factors to consider when planning time for leisure. Do this by writing the letters of the appropriate term in the spaces provided in each sentence at the top of the following page. Then use the circled letters to complete the statement below the numbered sentences.



1. is time which is free from the demands of work or duty.
2. Time is wasted by , or inactivity.
3. or leaving everything in confusion can waste a lot of time.
4. Time is wasted by or putting off doing things.
5. , or meaningless activity, will waste time.
6. Consider leisure-time and of family members.
7. Leisure-time provides and to individuals.
8. Plan for leisure.
9. Allow for in leisure plans.

Balance responsibilities and allow for .



Personalizing Leisure

When determining your needs and interests it may be helpful to study a list of human needs prepared by Dr. Lila Swell in her book *Success, You Can Make It Happen*. Dr. Swell divides successful experiences into eight categories: aesthetic, physical, economic, emotional, social, power, religious, and intellectual, as shown in the list on the following page. A successful experience meets one of the human needs listed and makes the person happy. With this in mind, study the list and decide which human needs are important to you and determine past experiences which have made you happy. You will be writing *your* needs in the activity to follow. Your leisure time should be spent in activities that will meet these needs and interests.

HUMAN NEEDS*

Aesthetic	Need for beauty Need to create Need for nature
Physical	Need to have a beautiful body Need to master a sport
Economic	Need for material things, status, money, nice clothes, luxurious home, expensive car Need to sell things for a profit
Emotional	Need for approval from peers Need for recognition, awards, promotions, raises, fame Need for pleasure Need for independence Need for emotional growth and awareness Need to be special Need for security, for stable relationships Need for new experiences
Social	Need to be with people Need to nurture and help others to grow Need for acceptance and popularity Need for intimacy and closeness Need to travel
Power	Need to compete and win Need to be in charge Need to influence Need to overcome difficult obstacles Need to do things on your own Need to organize
Religious	Need to be in harmony with God Need to work for church
Intellectual	Need to learn Need for academic degrees Need to communicate through writing and speaking Need to excel

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on behalf of Lila Swell.

ACTIVITY G-2



DIRECTIONS: On the chart below, write the needs which are most important to you from the list on the previous page.

NEEDS IMPORTANT TO ME

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Plan leisure-time activities to meet the needs you listed in Activity G-2 above. As you plan, consider the factors of time, family situation, space, location, and cost. The activities to follow will help you understand how some of these factors affect your choice of leisure-time activities.

TIME. The amount of time available for leisure will affect the activity selected. The available time will usually fall into large blocks of time or short blocks of time. The large blocks of time are often vacations, holidays, and long weekends. Activities for long blocks of time are usually easy to plan. Short blocks of time can be thirty minutes or an hour or two scattered throughout the day. These short blocks of time are easy to waste. Plan activities such as reading, sewing, listening to music, and working on hobbies or crafts for short blocks of time.

It is easier to plan leisure-time activities when you know the type of time frame for which you are planning. Avoid trying to do too much in a short time block because it will lead to frustration. Plan realistic leisure-time activities for the available time blocks.

ACTIVITY G-3



DIRECTIONS: Keep a log of how you spend your time for one week. Use the log sheet that begins on the following page. Write a one-word description of what you did (such as lunch, movie, study, hobby, etc.) under the task/activity column for each time period each day. In the parentheses write the minutes spent on the task/activity. For example: (30).

SUNDAY	TASK/ACTIVITY
a.m. 7:00 ()	
8:00 ()	
9:00 ()	
10:00 ()	
11:00 ()	
p.m. Noon ()	
1:00 ()	
2:00 ()	
3:00 ()	
4:00 ()	
5:00 ()	
6:00 ()	
7:00 ()	
8:00 ()	
9:00 ()	
10:00 ()	
11:00 ()	



MONDAY	TASK/ ACTIVITY	TUESDAY	TASK/ ACTIVITY
a.m. 7:00 ()		a.m. 7:00 ()	
8:00 ()		8:00 ()	
9:00 ()		9:00 ()	
10:00 ()		10:00 ()	
11:00 ()		11:00 ()	
p.m. Noon ()		p.m. Noon ()	
1:00 ()		1:00 ()	
2:00 ()		2:00 ()	
3:00 ()		3:00 ()	
4:00 ()		4:00 ()	
5:00 ()		5:00 ()	
6:00 ()		6:00 ()	
7:00 ()		7:00 ()	
8:00 ()		8:00 ()	
9:00 ()		9:00 ()	
10:00 ()		10:00 ()	
11:00 ()		11:00 ()	

WEDNESDAY	TASK/ACTIVITY	THURSDAY	TASK/ACTIVITY
a.m. 7:00 ()		a.m. 7:00 ()	
8:00 ()		8:00 ()	
9:00 ()		9:00 ()	
10:00 ()		10:00 ()	
11:00 ()		11:00 ()	
p.m. Noon ()		p.m. Noon ()	
1:00 ()		1:00 ()	
2:00 ()		2:00 ()	
3:00 ()		3:00 ()	
4:00 ()		4:00 ()	
5:00 ()		5:00 ()	
6:00 ()		6:00 ()	
7:00 ()		7:00 ()	
8:00 ()		8:00 ()	
9:00 ()		9:00 ()	
10:00 ()		10:00 ()	
11:00 ()		11:00 ()	

FRIDAY	TASK/ACTIVITY	SATURDAY	TASK/ACTIVITY
a.m. 7:00 ()		a.m. 7:00 ()	
8:00 ()		8:00 ()	
9:00 ()		9:00 ()	
10:00 ()		10:00 ()	
11:00 ()		11:00 ()	
p.m. Noon ()		p.m. Noon ()	
1:00 ()		1:00 ()	
2:00 ()		2:00 ()	
3:00 ()		3:00 ()	
4:00 ()		4:00 ()	
5:00 ()		5:00 ()	
6:00 ()		6:00 ()	
7:00 ()		7:00 ()	
8:00 ()		8:00 ()	
9:00 ()		9:00 ()	
10:00 ()		10:00 ()	
11:00 ()		11:00 ()	

ACTIVITY G-4

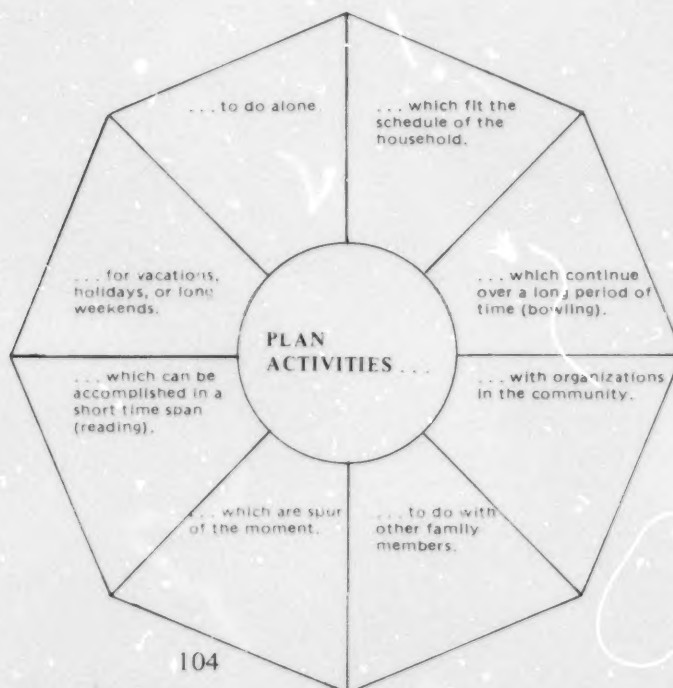


DIRECTIONS: After completing the week-long log in Activity G-3, analyze how you spend your time and discuss with classmates. Do you have time for leisure activities? Do you waste time? How can you make more time for the things you want to do? On the chart below list the short blocks of time and the long blocks of time that appear in your log.

SHORT BLOCKS OF TIME

LONG BLOCKS OF TIME

FAMILY SITUATION. As a family member some of your leisure time will be spent according to the family's interests. If married or living with a roommate, the other person's needs and interests as well as your own will need to be considered. Good negotiating techniques and a flexible "give and take" attitude will aid individuals in planning their leisure-time activities. The chart below gives some factors to consider when planning leisure-time activities to effectively meet the needs and interests of several individuals.



SPACE. Limited or ample space can affect the self-satisfaction of many hobbies and leisure-time activities. When sharing space you must consider the needs and wants of others. Leaving the sewing machine up or a hobby spread over the dining room table can create household chaos and irritate others. On the other hand, the time spent getting out materials and putting them away can limit your enjoyment of the leisure-time activity. Space for activities and storage of materials for leisure time may always be a challenge. However additional space can often be found in porches, basements, garages, extra bedrooms, bedrooms in use, attics, and even kitchens. Some hobbies and interests can become part of the home decor. To some extent, you have to select leisure-time activities according to available space. But ways to provide space for most interests can usually be found if you and family members are understanding, determined, and flexible.

LOCATION. The location of your home may affect the way you spend your leisure time. The physical characteristics of the area where you live may foster or hinder a particular interest you have for leisure. For example, an interest in snow skiing would be hindered if you live in a desert area. The following activity can help you discover local opportunities for spending leisure time in a way that is of interest to you.

ACTIVITY G-5



DIRECTIONS: Complete the following check list about leisure-time activities in your community.

Leisure-time resources	Does your community have this resource?		List personal resources needed to use this leisure-time resource (if available in area).	Is this resource of interest to you?		
	Yes	No		Yes	Some-what	No
FACILITIES						
Archery ranges						
Ball parks						
Bowling lanes						
Campgrounds						
Craft centers						
Golf courses						
Hiking and biking trails						
Ice skating						
Libraries						

	Does your community have this resource?		List personal resources needed to use this leisure-time resource (if available in area).	Is this resource of interest to you?		
	Yes	No		Yes	Some-what	No
Leisure-time resources						
Museums						
Racquetball courts						
Roller skating						
Stables for horseback riding						
Swimming pools						
Tennis courts						
Theaters						
CLASSES OR LESSONS						
Acrobatics						
Acting						
Antique collecting						
Beekeeping						
Bird study						
Bridge						
Ceramics						
Coin collecting						
Dancing						
Flower arranging						
Instrument playing						
Leather work						
Magic						
Metal work						
Needlework						

	Does your community have this resource?		List personal resources needed to use this leisure-time resource (if available in area) .	Is this resource of interest to you?		
	Yes	No		Yes	Some-what	No
Leisure-time resources						
Photography						
Puppetry						
Quilting						
Sculpturing						
Sketching or painting						
Study of rocks and fossils						
Study of stars						
Swimming and diving						
VOLUNTEER OPPORTUNITIES						
Child care centers						
Civic organizations						
Community clubs						
Hospitals						
Humane Society						
Nursing homes						
PAWS						
Recycling depots						
Meals-on-Wheels						
Well-baby clinic						

COST. The cost of leisure-time activities and the amount of money available for leisure may influence the type of activity chosen. The self-satisfaction received from the activity may also be limited if a constant conflict of high cost and low funds exists.

Money for leisure time should be a part of the family budget. Vacations, weekend outings, and special "night out's" to the theater, an interesting restaurant, an occasional movie, weekly bowling, etc., can be planned in the budget. If an interest or hobby becomes so expensive that it puts a strain on the budget, the leisure-time activities should be restructured. Less expensive activities such as picnics, trips to the zoo, etc., can be planned. Participation in certain church and civic activities can become leisure-time activities. The activities which follow will help you determine the amount of money you have available for leisure time and to analyze specific leisure-time activities.

ACTIVITY G-6



DIRECTIONS: Fill in the chart below to determine how much money you have to spend on leisure-time activities.

MONTHLY INCOME (after taxes) \$ _____

FIXED EXPENSES (Things you must pay for each month: housing, utilities, insurance premiums, savings, etc.)	_____	\$ _____
	_____	\$ _____
	_____	\$ _____
	_____	\$ _____
	_____	\$ _____
	_____	\$ _____

TOTAL FIXED EXPENSES \$ _____

AMOUNT LEFT FOR FLEXIBLE EXPENSES \$ _____

FLEXIBLE EXPENSES (Things that vary in cost each month: food, clothing, etc.; figure an average for each since the amount varies. Keep trying until the total for flexible expenses is equal to or less than the money available for flexible expenses.)	_____	\$ _____
	_____	\$ _____
	_____	\$ _____
	_____	\$ _____
	_____	\$ _____

LEISURE \$ _____

TOTAL FLEXIBLE EXPENSES \$ _____

BALANCE \$ _____

ACTIVITY G-7



DIRECTIONS: Summarize your plans for one leisure-time activity by completing the following chart. Duplicate the chart to analyze other activities.

SELECTED ACTIVITY FOR LEISURE TIME _____

Why will I enjoy this activity?	How does the time required for the activity fit my schedule?
Why is this activity practical for me? Can I afford it?	Is my location suitable for this leisure-time activity?
Can this activity occupy my leisure time and provide satisfaction in the years to come?	My plans for managing the time for this leisure-time activity include:

Time For Two

When two busy people are juggling jobs, household tasks, and possibly children, it is often difficult to find time to be alone and enjoy each other. Working couples must learn to focus their energies. Working couples need to set aside special time for each other so that their relationship doesn't get buried under trips to the grocery store, conferences with the teacher, paying bills, and all the other details which scream for attention. Below are a few suggestions for working couples who want their marriages to work too. Following the list of suggestions is an activity which will allow you to help solve one couple's problems of finding time to spend together. The suggestions are:

- Check into a motel or hotel for a weekend without the children. Arrange a baby-sitting swap with another family or persuade friends or family to keep the children.
- Hire a teenager to take the children to a movie, the park, or the zoo on a weekend afternoon. Spend the few hours of uninterrupted time together on an outing or a hobby you both enjoy.
- Set aside certain chores to do together. For example, leave the older children at home doing homework and go together to do the grocery shopping. Use the time in the car as well as the time in the supermarket aisles to talk to each other.
- Be spontaneous. Instead of washing the dishes some night, go to the park and play tennis with your spouse.
- Plan one special time to be together every week. Although this may seem too businesslike for a personal relationship, it ensures that at least some time will be shared as a couple.
- Try to make meals as a family a special time. Always eat breakfast and dinner together when possible. Turn off the television during these times and talk to each other.
- Above all, communicate freely with each other. Share feelings and express your opinions to each other. Make the most of the time you have—remember, it is the quality of the time not the quantity of time that really matters.

ACTIVITY G-8



DIRECTIONS: Read on the following page the letter sent to "Dear Agnes." Pretend that you are Agnes and write "Lonely" an answer to his problem.

9-C

THE DAILY TIMES

Dear Agnes



Dear Agnes:

My wife finished college last December. She has a fantastic job as a tax accountant. She often works late. I work in plant research for a chemical company. My work is heavy in the spring and summer. In the fall and winter I write research reports at home. When my wife was still in school, she was home during the day studying, so now I really miss her being with me. Since she began working, it seems like I never see her. One of us is always busy with work. Then on top of that we have to take care of the house. I need a creative suggestion on how to solve this problem.

Signed: Lonely

Dear Lonely:

Love, Agnes

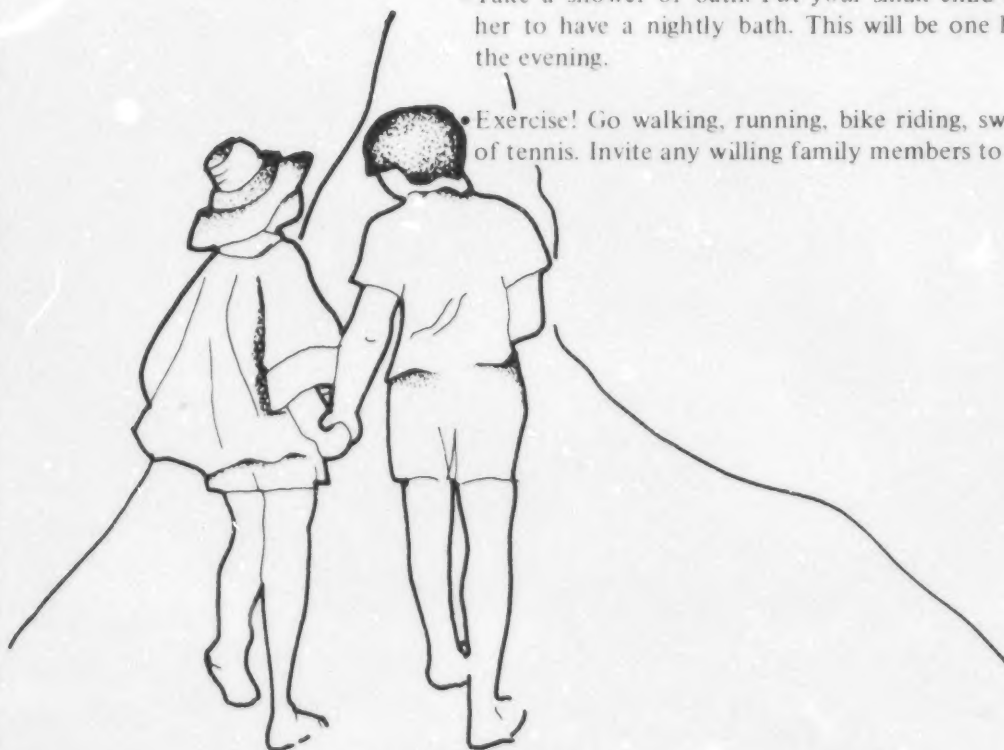
Time Out

The time at home after a long hard day at work is often a difficult shift. All day at work there are demands from your boss, customers, or co-workers. You struggle to smile and be pleasant throughout the day even though you may be hot and tired and your feet hurt.

When you walk in the door of your home, a whole new set of demands faces you: fixing dinner, doing household tasks, helping the children with their homework, and taking time to love and nurture the important people in your life. But before you start to do any of these things,

it is important to take some time out for yourself. It may be only 10 or 15 minutes, but the unwinding time is important. Here are some suggestions for a daily "time-out" period:

- Before you leave work, make a list of everything you need to accomplish at work the next day. This way you can leave work at work and have a clear mind for home activities.
- Change your clothes as soon as you walk in the door at home. Put on whatever says relaxation and comfort to you, whether it is blue jeans, an old T-shirt, or pajamas and a robe. The process of changing clothes will help you shift gears in your mind from work to home.
- Put some nutritious predinner snacks out so that you do not have to begin cooking right away. Some nutritious snack suggestions are a fruit or raw vegetable dish with yogurt or cottage cheese dip, cheese and crackers, salad, or soup.
- Tell family members you want to watch the news and you will visit with them when it is over. This 30 minutes can be your time to relax. You can view the news with others or go in a room by yourself. Remember to visit with family members when the news is over.
- Meditate for 15 minutes or read the newspaper or some book you really enjoy.
- Take a shower or bath. Put your small child in with you for him or her to have a nightly bath. This will be one less thing to do later in the evening.
- Exercise! Go walking, running, bike riding, swimming, or play a game of tennis. Invite any willing family members to join you.



- Turn on your favorite music, get a tall cool drink, and relax while you read the mail.

- Lie down for 15 minutes or so and invite household members to sit and tell you news of their day.

The transition from work or school to home is an important part of the day. Activity G-9 which follows will help you analyze ways to make this transition time go smoothly.

ACTIVITY G-9



DIRECTIONS: Fill in the blanks following each statement. Think about things that you could do to make a smooth transition from school or work to being at home. List three things that you could do:

1. _____
2. _____
3. _____

Interview three adults to find out how they make the transition between work and home. Write their answers here:

1. _____

2. _____

3. _____

Today when you get home from school or work, try out one of the transition methods. Write which one you are going to try here:

After you finish, write here whether or not the method you tried helped you make a smoother transition:

H

Investigating . .
Your
Choices



COMPETENCY:

ABILITY TO EVALUATE FACTORS WHICH AFFECT THE ATTITUDES AND CAREERS OF WORKING COUPLES

**SUB-COMPETENCIES: EXAMINE YOUR ATTITUDES TOWARD DUAL-EARNER HOUSEHOLDS WHERE BOTH HUSBAND AND WIFE ARE EMPLOYED FULL-TIME.
DETERMINE THE COSTS AND BENEFITS OF DUAL-EARNER AND SINGLE-EARNER HOUSEHOLDS.
POINT OUT THE PROS AND CONS OF RELOCATION AND ITS EFFECT ON CAREERS.**

Personal Opinions

**MY WIFE HAS A JOB...
... AND I'M GLAD!!!**

"Last Tuesday was just one of those days. After I got off work, I rushed across town through the 5 o'clock traffic to make it to the day care center before it closed. Maureen, 8, and Matthew, 6, were glad to see me. However, by the time we got to the supermarket, they were fighting with each other in the back seat. We made it home with a frozen pizza and the makings for a salad. The children did their homework after dinner, and then we played some video games and I tucked them into bed.

Where was my wife while I was doing all this? Vicki, my wife, was in Dallas for an interior design conference. Vicki went to work outside the home when Matt was four months old. She had worked as an interior Designer before we had started our family and she wanted to continue her career. I am proud of the work my wife does and she is proud of my work as an editor at Dennis Press.

**MY WIFE IS A FULL-TIME
HOMEMAKER...
... AND I'M GLAD!!!**

"My wife, Kay, and I have two daughters, Janet, age 4, and Jenny, age 3. My wife has a full-time job being a good mother to our little girls and a good wife to me. I work as an architect and do some free-lance work in the evenings and weekends for extra money. Of course, like all couples these days, we have some financial struggles. But with careful planning, we have enough money to live in a nice home and enjoy some extras.

Kay enjoys being at home with the children, although sometimes she may wonder what her career would have been like if she had continued working. It was our joint belief that children need someone who really cares about them to share the joys and problems of their day-to-day lives. Kay wanted to be the one who could be there for the children when they needed someone.

Some men say that their wives are dull and boring after being

Of course, there are some times when being a dual-earning couple is difficult, but overall, in my opinion, the benefits outweigh the costs. My wife is an attractive, enthusiastic person when she comes home in the evenings because she has been doing something she loves all day long. We have special times together as a family in the evenings and on weekends. The extras, like trips to Colorado to ski, are possible because of my wife's salary. We share the household tasks in order to get them done and leave time for leisure.

Sure, some days we are really tired and our schedules don't mesh, but I wouldn't trade this way of life for any other."

Jay Johnson
Houston, TX

home with the kids, chocolates, and soap operas all day. I can guarantee you that Kay does not know any of the subplots to "As The World Turns" nor does she sit around and consume chocolates all day. She is always busy with something whether it is a community service project or a birthday party for one of the girls. Kay is as attractive and interesting as she was the day I met her.

Kay does a wonderful job of being a homemaker. I am not the type of man who wants to keep my wife tied to the stove. Kay enjoys being a homemaker and as long as she is happy, so will the rest of the family be happy. She is to be admired, not looked down upon, for doing the challenging and fascinating job of homemaking."

David South
El Paso, TX

How a family feels about a wife or mother working makes a difference. As shown in the two scenarios above, opinions vary greatly on this topic. If a family feels positively about a situation, things are more likely to go well. If family members feel resentful, neglected, or threatened by the situation, there are likely to be rough times ahead.

The decision for wife or husband to work outside the home or for the wife or husband to stay at home affects all the members of a household. Household members will be affected in different ways.

If a husband has negative feelings about his wife working outside the home, it may be because he feels that his home will not be the same anymore. Or he may feel that he is an incompetent breadwinner or that he will be imposed upon to assume more responsibilities around the house. Some positive feelings a husband might have are relief at not being the sole financial support for the household, personal rewards from the chance to develop closer relationships with his children, and enjoyment in taking over additional activities.

Children can also have varying feelings toward a mother starting to work outside the home. Some children will think that their mother is starting to work to get away from them. They may feel ashamed or act indifferent about their mother's job. Other children will feel proud that their mothers work. Children of gainfully employed mothers are often more independent because they are forced to assume more responsibility. Some mothers will try to compensate for their absence by overindulgence—giving gifts or allowing unrestricted privileges. On the other hand, some parents are overrestrictive, forcing children into a routine which prevents them from enjoying activities in which other children are involved.

The wife is affected by her role as a wage earner. If she is worried about leaving her children and finds it hard to allow another person to assume the roles mothers have traditionally filled, she will probably have trouble adjusting to her working status. The positive side to her work role can be her excitement about the job, a new feeling of freedom, the fact that she is developing a special talent or ability, and relief from financial worries.

Shakespeare once said, "Nothing is either good or bad, but thinking makes it so." This means that your attitudes affect whether or not you think a circumstance is good or bad. This applies to the dual-earner situation because the attitudes of the family members will be a major determinant in whether or not the wife's working will be successful.

Activity H-1 below has two questions about working women—one for males and one for females. Find the appropriate question for you and read it carefully before indicating your opinion. In Activity H-2 to follow, you will be seeking the opinions of others.

ACTIVITY H-1



DIRECTIONS: Analyze your feelings about whether or not a woman should work outside the home. To help you, the continuum lines in this activity represent the difference between two opposite opinions. Place a check mark to indicate where your feelings fall along this continuum. Then explain your feelings in the space provided on the following page.

FOR FEMALES:

As a woman, do you want to work outside the home?

CAROL CAREER

Wouldn't quit working for *ANYTHING!!!*

HANNAH HOMEBODY

Would do without luxuries or even necessities to avoid working.

As a man, do you want your wife to work outside the home?

Expects a clean house, homemade bread and dessert every night. Would feel threatened by a working wife.

Doesn't mind batling the kids, fixing dinner, and doing his share of housework. Can't imagine his wife not working.

Based on where you placed your check, write two or three paragraphs to support your opinion. Write as though you were trying to persuade someone that your viewpoint is the right one to follow.

ACTIVITY H-2

DIRECTIONS: To discover the feelings of others in your class, take a poll of the students who live in dual-earner families. Ask them to list the costs and benefits of having a mother and father who both are gainfully employed. Write their answers in the first chart below. Then take a poll of students from single-earner families where only the father or the mother works. Ask them to list the costs and benefits of this living situation. Write their answers in the second chart below.

DUAL-EARNER FAMILIES**Costs**

1. _____
2. _____
3. _____
4. _____
5. _____

Benefits

1. _____
2. _____
3. _____
4. _____
5. _____

SINGLE-EARNER FAMILIES**Costs**

1. _____
2. _____
3. _____
4. _____
5. _____

Benefits

1. _____
2. _____
3. _____
4. _____
5. _____

Rigid ideas about what is man's work and what is woman's work may create tension areas and problems for the two-career couple. Further examine your opinions of the working wife by reading excerpts from "The Myth and The Reality" on the following page. After reading the excerpts, discuss the reasons women work. Do these reasons differ from the reasons men work? Why? What is the primary reason for women to work? for men to work?

THE MYTH AND THE REALITY*

The Myth

A woman's place is in the home.

Women aren't seriously attached to the labor force; they work only for extra pocket money.

The Reality

Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today 62 percent of all women 18 to 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that most females will work outside the home at some time in their lives.

Of the nearly 47 million women in the labor force in March 1981, nearly half were working because of pressing economic need. Two thirds (66 percent) of all women in the labor force in March 1982 were single (25 percent), widowed (5 percent), divorced (11 percent), separated (4 percent), or had husbands whose earnings in 1981 were less than \$15,000 (21 percent). In 1981, the Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was \$15,323 and an intermediate standard of living was \$25,407. Women are maintaining an increasing proportion of all families; about one out of six (16 percent) families was maintained by a woman in March 1982, compared with more than one out of eight (12 percent) in 1972.

* Source: Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington, D.C., Rev. 1982-83.

The Myth

Women are out ill more than male workers; they cost the company more.

Women don't work as long or as regularly as their male co-workers; their training is costly—and largely wasted.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

The Reality

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 27.7 years as compared with 38.5 years for the average male worker. The average woman worker is 34 years old. At that age she can expect to work about 28 more years. Studies on labor turnover indicate that net differences for men and women are generally small.

There were 20,526,000 married women (husbands present) in the labor force in July 1983; the number of unemployed men was 6,275,000. If all the married women stayed home and unemployed men were placed in their jobs, there would be 14,251,000 unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, nurses, lawyers, doctors, etc.

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job

The Myth

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

The employment of mothers leads to juvenile delinquency.

Men don't like to work for women supervisors.

The Reality

content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in six and men excel in two.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1982, 45 percent of professional and technical workers were women, another 28 percent worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in

The Myth

The Reality

management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rate their performance as unsatisfactory; 5 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

Make Your Move

Two-career couples may face the problem of relocation and its effect on both careers. While relocation may be a step up to the top for the one being transferred, it may play havoc with the other's career. However, declining a relocation will probably narrow career options for the spouse asked to relocate.

Two-career couples should consider the following questions when weighing the pros and cons of relocation:

- Can the spouse moving with the transferred spouse reestablish a career fairly quickly?
- What will happen to the career of the spouse with a chance to transfer who chooses not to transfer?
- Can the couple recover financially from the relocation? (Consider cost of living in the new location, taxes, expenses paid by employer, etc.)
- Will the move help the two-career couple reach their goals?
- What characteristics of the present location and job situation are particularly appealing to the working couple?

Participate in the following activities to gain a better understanding of how relocation might affect the careers of a working couple. Share your findings with the class.

ACTIVITY H-3



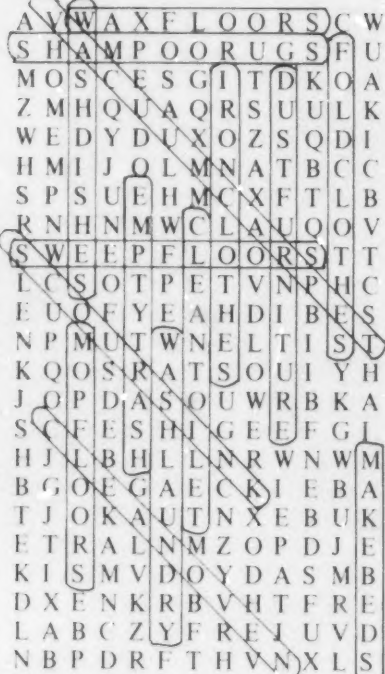
DIRECTIONS: Interview a couple who relocated because of the husband's transfer. What factors lead to their decision to make the move? Did the wife have difficulty reestablishing her career? Did the relocation have a beneficial or detrimental effect on both careers? Explain. Under what conditions would the couple consider relocating with the husband's career again in the future? Write a paragraph below telling the couple's responses to your interview questions.

ACTIVITY H-4



DIRECTIONS: Interview a couple who relocated because of the wife's transfer. What factors lead to their decision to make the move? Did the husband have difficulty reestablishing his career? Did the relocation have a beneficial or detrimental effect on both careers? Explain. Under what conditions would they consider relocating with the wife's career again in the future? Write a paragraph below telling the couple's response to your interview questions.

ACTIVITY B-3



ACTIVITY B-5

Dad's task is **dishes**.
 Mom's task is **dusting**.
 Michael's task is **mopping**.
 Jessica's task is **laundry**.

ANSWER KEYS

ACTIVITY B-11

Across

4. break
5. junk
6. visitors
7. waiting
9. unorganized
11. driving

Down

1. telephone calls
2. television
3. sales
5. jam
8. standing
10. sick

ACTIVITY C-1

Average monthly expenses based on
 Mr. Wheeler's take-home pay:

Electricity	\$ 27.66
Fuel	83.66
Water	14.66
Telephone	22.66
Food	249.00
House payment	600.00
Medical	26.00
Bank loan	150.00
Clothing	75.00
Baby-sitter	25.00
Leisure activities	35.00
Transportation	73.00
Insurance	175.00
Savings	0.00

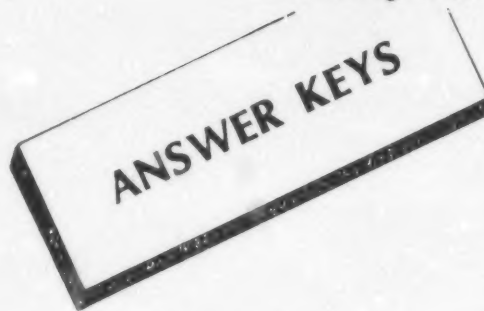
Total monthly income of Mr. and
 Mrs. Wheeler: \$2,190.00

ACTIVITY C-2

1. light
2. clothes
3. thermostat
4. television
5. peek
6. door
7. refrigerator
8. showers
9. faucet
10. water
11. dishwasher
12. brushing
13. clothesline
14. appliances
15. fireplace
16. dryer
17. leaky
18. bulbs
19. insulated
20. weather

ACTIVITY D-1

RESTIBEDI(MODEROBHI
HZ(RESTLESS)TEDASSED
IZACLNFBHBAIPAIHILE
DIEGPTSDQU(CRANKYTH
TDKIJSTEUIOEOKHICE
LOM(DIZZINESS)LYKURA
OLRLOQNOLPLSASMFAD
EBTHRSAEAOENORJTA
BOSEOLZZINODQIGTC
TRIMPFHBDKATJPLOH
ITNRUSGOTOGOGIOMEE
T(REDNESS)NHLNMTSS
AONEJIWPI(TUQLKIWTL
BSH(NOINTERESTOYTAM
OITIKLAENOIJESHOA
PT(UPSETSTOMACH)TOSE



ACTIVITY E-1

1. proprietary
2. parents
3. children
4. family day home
5. money
6. nonprofit
7. family
8. child care
9. facility
10. license

ACTIVITY F-1

1. colorful
2. appetizing
3. dessert
4. main dish
5. variety
6. nutritious
7. fruits
8. satisfying
9. salads
10. vegetables

Meal planning helps you have
a balanced diet.

ACTIVITY F-3

Across

- 3. slow
- 5. appliances
- 6. freezer

Down

- 1. microwave
- 2. pressure
- 4. sealing

ACTIVITY F-5

Across

- 5. supermarket
- 7. convenience
- 8. impulse

Down

- 1. list
- 2. brand
- 3. save
- 4. generic
- 6. alone



ACTIVITY G-1

- 1. leisure
- 2. inertia
- 3. disorganization
- 4. procrastination
- 5. busyness
- 6. interests, needs
- 7. rest, recreation
- 8. time
- 9. flexibility

Balance responsibilities and allow
for **leisure time**.

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S	State adopted textbook	SBF	Sex Bias Free
l.p.	list price	G	Grade level readability
s.p.	school price		

PERIODICALS

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CO-ED. Engelwood Cliffs, NJ: Scholastic Magazines, Inc. (\$3.00 per school year for 10 issues; \$1.00 per single copy. Published monthly—September through June. Order from CO-ED. Special features on fashion; housing; home management; food preparation; nutrition; child development; and the intellectual, social, and emotional interests of teenagers.)

Family Circle. New York: Family Circle, Inc. (\$12.75 annual rate, 17 issues. Features on decorating, health, home projects, fitness, money management, crafts, foods, and fashions.)

Forecast for Home Economics. Englewood Cliffs, NJ: Scholastic Magazines, Inc. (\$14.00 per school year for 9 issues; \$2.00 per single copy; \$2.50, September issue; \$3.00, December issue. Order from FORECAST. Published monthly September through June and bimonthly May/June. Special features and teaching techniques for child and personal development; food and nutrition; career education; equipment, home furnishings and housing.)

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Seventeen. New York, NY: Triangle Communications, Inc. (\$11.95, 1-year subscription; \$1.25, single copy. Published monthly. Fashion, beauty, food, decorating ideas, and special features.)

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